REPORT RESUMES

ED 012 305 VT 000 080

VOCATIONAL EDUCATION AND CHANGING NEEDS, A PROPOSED COMPREHENSIVE AREA VOCATIONAL SCHOOL TO MEET CHANGING NEEDS IN KENTUCKY.

BY- MCDOWELL, L.C.

KENTUCKY UNIV., LEXINGTON, BUR. OF SCHOOL SERVICE

PUB DATE SEP 65

EDRS PRICE MF-$0.18 HC-$3.44 86P.

DESCRIPTORS- *VOCATIONAL EDUCATION, *AREA VOCATIONAL SCHOOLS, *ADMINISTRATOR ATTITUDES, *EMPLOYER ATTITUDES, *TEACHER ATTITUDES, TRADE AND INDUSTRIAL EDUCATION, TEACHER EDUCATORS, AGRICULTURAL EDUCATION, STATE SUPERVISORS, INDUSTRIAL EDUCATION, ADVISORY COMMITTEES, OUT OF SCHOOL YOUTH, TEACHER SUPERVISION, OCCUPATIONAL GUIDANCE, PUBLIC RELATIONS, CURRICULUM, ADULT VOCATIONAL EDUCATION, GUIDELINES, EDUCATIONAL NEEDS, SCHOOL ADMINISTRATION, EVENING PROGRAMS, LEXINGTON

SURVEY FORMS WERE SENT TO 126 VOCATIONAL SCHOOL ADMINISTRATORS, 10 STATE SUPERVISORS OF TRADE AND INDUSTRIAL EDUCATION, 54 VOCATIONAL AGRICULTURE TEACHER EDUCATORS, 25 TRADE AND INDUSTRIAL TEACHER EDUCATORS FROM KENTUCKY AND 11 SOUTHEASTERN STATES, AND 64 KENTUCKY EMPLOYERS OF GRADUATES OF KENTUCKY AREA VOCATIONAL SCHOOLS. THE DEGREE TO WHICH THEY ACCEPTED OR REJECTED 60 STATEMENTS ON VOCATIONAL EDUCATION WAS STUDIED TO DETERMINE THE BASIC PRINCIPLES OF VOCATIONAL EDUCATION FOR MEETING OCCUPATIONAL NEEDS. STATEMENTS COVERED ADMINISTRATION, SUPERVISION, ADVISORY SERVICES, VOCATIONAL GUIDANCE AND COUNSELING, COURSE OFFERINGS, IN-SCHOOL YOUTH, OUT-OF-SCHOOL YOUTH, PART-TIME AND EVENING TRAINING, PUBLIC RELATIONS, AWAY-FROM-SCHOOL ACTIVITIES, AND COOPERATING AGENCIES. BASED ON THE ANSWERS FROM THE SURVEY, 60 GUIDELINES WERE PROJECTED FOR A COMPREHENSIVE AREA VOCATIONAL SCHOOL. THESE INCLUDED--(1) ONLY A PERSON WHO HAS HAD CONSIDERABLE EXPERIENCE IN AT LEAST ONE OF THE VOCATIONAL FIELDS SHOULD BE APPOINTED HEAD OF A COMPREHENSIVE AREA VOCATIONAL SCHOOL, (2) CONTINUED TEACHER DEVELOPMENT IS A NECESSARY PART OF PROGRAM DEVELOPMENT, (3) ADVISORY COMMITTEES SHOULD BE USED FOR EACH OF THE VOCATIONAL COURSE OFFERINGS, AND (4) IN EVERY COMMUNITY THERE ARE YOUTHS AND ADULTS OUT OF SCHOOL WHO NEED VOCATIONAL GUIDANCE AS MUCH OR PERHAPS MORE THAN THOSE STILL IN SCHOOL. THIS DOCUMENT IS AN ISSUE OF "VOCATIONAL EDUCATION AND CHANGING NEEDS, 7 VOLUME 38, NUMBER 1, SEPTEMBER 1965. (PS)

BULLETIN

ED012305

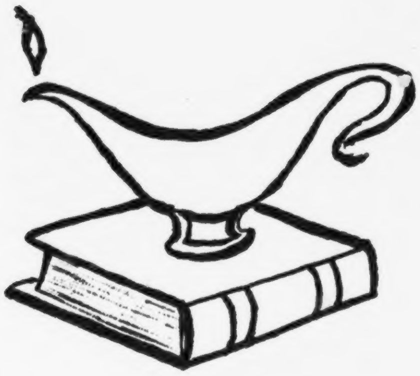
80

MAR 23 1966

VOCATIONAL EDUCATION AND CHANGING NEEDS

By

L. C. McDOWELL



VOLUME XXXVIII SEPTEMBER 1965 NUMBER 1
BUREAU OF SCHOOL SERVICE
COLLEGE OF EDUCATION • UNIVERSITY OF KENTUCKY

Editorial Staff for the Bulletin of the Bureau of School Service

Editor: W. Paul Street, Director, Bureau of School Service, University of Kentucky

Editorial Assistant: Jim Peyton, Graduate Assistant, College of Education, University of Kentucky

NEEDED: CONCENTRATION OVER A BROAD AREA

Increasingly the pressing demand is for more specialists *and* more generalists. This pressure creates an obvious but illusionary dilemma which has split American education for some time, and the prospects are for the split to continue. The alignment on either side of this split is sometimes confused by sub-issues, but it represents a gulf between "liberal" or "general" education on the one hand and "utilitarian" education on the other. It is a gulf across which many educators, and amateur thinkers about education, cannot see.

Actually, the "gulf" does not exist except in the imagination of those who, often enough, are the more sophisticated members of the profession. The naive can readily see that today demands a "jack of all trades" who must be "good at something." Common sense suggests that of course we must have persons of breadth who see life whole and steadily, and also persons who have knowledge, understanding and skill in depth in some area relevant to life today—and that if our society is to move toward democratic goals, these must be the same persons.

This understanding is beclouded often, however, by that little point: "in some area relevant to life today"—especially since *today* becomes *tomorrow* in twenty-four hours. Some ardent proponents of general education are quick to condemn specialty education because specialties get so quickly out of date these days—and the condemnation is *not,* it is worth noting, because specialties are not essential! Obviously, society now has few niches which could well be filled by the wheelwright, blacksmith, or harness maker. Consequently people in general education have too often taken a defeatist attitude: "Since we cannot be sure any particular specialty we teach today will be needed tomorrow, let us not teach any. Let us instead seek to produce resourceful, adaptable, resilient, self reliant persons who expect and welcome change—who do not have any special niche to fill in life."

The most partisan generalist is not likely, of course, to welcome major surgery under the knife of another mere generalist, even one who holds a Ph.D. in physiology or some broader phase of biology, who is without a *specialty* in surgery. Conversely, most of us would object to being opened by a "mechanic" who had simply memorized the operation and had no broad understanding of physiology; he might have to adapt himself to the peculiarities of our particular innards— and would need the resourcefulness which only a general education background might, we hope, give him. This is to say: The fact that specialties get outdated does not mean they are not needed! They just need to be kept in a broad context and up to date!

The big weakness in American vocational education, obviously, is the lack of a reliable, unimpeachable crystal ball. If we could foresee exactly what

(*Continued on inside back cover*)

Second-class postage paid at the post office at Lexington, Kentucky, under the Act of August 24, 1912. Published quarterly by the University of Kentucky, Lexington, Kentucky. Price $1, postpaid.

Vocational Education and Changing Needs

A Proposed Comprehensive Area Vocational School To Meet Changing Needs In Kentucky

By

L. C. McDOWELL

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Volume XXXVIII September 1965 Number 1
BULLETIN OF THE BUREAU OF SCHOOL SERVICE
College of Education, University of Kentucky, Lexington

FOREWORD

Vocational education is an integral part of public education in the schools of Kentucky and the Nation. The national acts in vocational education provide for systematic instruction—class instruction and supervised work experience related to the class instruction. Practice is essential to learning. Participation in the vocation one would learn is necessary to his learning it. School people and the public at large are becoming increasingly aware of the significance of vocation education in preparing people for useful employment and that such programs must be adequately financed.

During the past forty-five years the states have devised various ways of providing vocational education. Some have limited their programs almost entirely to those associated with the high schools. Others have used area schools or community colleges to meet their needs. The Vocational Education Act of 1963 authorizes Federal grants to states to assist them to maintain, extend, and improve new programs of vocational education and to develop new programs of vocational education so that all persons of all ages in all communities of the state will have ready access to vocational training or retraining which is of high quality, which is realistic in the light of actual or anticipated opportunities for gainful employment, and which is suited to their needs, interests, and ability to benefit from such training.

The significance of this study by Dr. Leonard C. McDowell, a member of the faculty of the College of Education, University of Kentucky, becomes more important when one considers the broadened purposes of vocational education and the socio-economic changes in Kentucky and the Nation such as population movements, economic developments, educational developments, and technological developments.

Dr. McDowell, in this study, brings into focus socio-economic changes and accepted principles of vocational education which can be amalgamated so as to provide an organizational structure for comprehensive vocational schools capable of providing for the occupational needs of people in Kentucky. The findings of this study should make a singular contribution to the improvement of vocational education through the development of comprehensive vocational schools in the State and the Nation.

E. P. Hilton, Director
Vocational Education
Kentucky Department of Education

TABLE OF CONTENTS

Chapter
Page
I. INTRODUCTION 5
  Need for the Study 5
  A Philosophy of Vocational Education 6
  Statement of the Problem 7
  Rationale 7
  Statistical Treatment of the Data 10

II. BASIC PRINCIPLES OF VOCATIONAL EDUCATION FOR MEETING OCCUPATIONAL NEEDS 11
  Acceptance or Rejection of 60 Statements 13

III. A STRUCTURE FOR MEETING OCCUPATIONAL NEEDS BASED ON ACCEPTED PRINCIPLES 67
  Administration 68
  Supervision 70
  Advisory Services 71
  Guidance and Counseling 72
  Course Offerings 73
  In-School Youth 75
  Out-of-School Youth and Adults 76
  Part-Time and Evening Training 78
  Public Relations 78
  Cooperating Agencies 79
  Organization 80
  Some Advantages of the Institution 80

CHAPTER I

INTRODUCTION

Need for the Study

The purpose of vocational education is to prepare individuals to engage successfully in a socially useful occupation. This implies that the individual will be provided education for the development of skills, attitudes, and knowledge to the extent that he may enter or make progress in his chosen vocation. The way by which this may be accomplished varies from state to state, each state attempting to meet those vocational needs unique to its citizens. The concern for meeting these multiple needs is pointed up in "The Report to the President's Commission on National Goals," which states:

> The status of the individual must remain our primary concern. All our institutions—political, social, and economic—must further enhance the dignity of the citizen, promote the maximum development of his capabilities, stimulate their responsible exercise, and widen the range and effectiveness of opportunities for individual choice.[1]

In the above statement, change is inherently implied. As will be pointed out later in this study, Kentucky has made radical changes in the last half century, and particularly so in the last 25 years. Someone has said, "To stand still is but to retrogress." The question thus arises as to whether vocational education has, in reality, retrogressed by standing still, if it has stood still, or is advancing by meeting the changing occupational needs of the people. Vocational education has an essential service to perform under these changing conditions. "Improvements will have to be made and redirection will have to be given to present educational activities in order that vocational-technical education may do its part adequately . . . . Changing the scope and program of vocational education can provide educational opportunities through which many more citizens can achieve the economic security and social well-being consistent with the goals of the nation."[2]

There seems to be no value in "change for the sake of change." The question begins to pose itself—a change to what? Alteration in the *status quo* of practically any institution is difficult to bring about. It threatens the pattern of life and work of many. Most persons resent change in patterns of behavior. Therefore, change, if change is necessary, will be more readily accepted if evidence can be produced which justifies the change.

---

[1] *Goals for Americans,* The Report of the President's Commission on National Goals (Englewood Cliffs: Prentice-Hall, Inc., 1960). p. 3.

[2] U.S. Department of Health, Education, and Welfare, *Education for a Changing World of Work,* Report of the Panel of Consultants on Vocational Education (Washington: U.S. Government Printing Office), p. 217.

No study has been made of patterns of operations for vocational education which would best meet the occupational training needs of out-of-school youth and adults of Kentucky. Present organization structures of the various vocational services (agricultural, education, distributive education, home economics education, and trade and industrial education) have emerged giving little or no consideration to the benefits that each may derive from the others in meeting the overall training needs of workers.

Thus, it seems apparent that a study should be made to determine the organizational structure which would permit the strengths of each branch of vocational education to be focused on meeting the vocational training needs of individuals.

A Philosophy of Vocational Education

All socially useful labor is honorable, and to each person it is of probable equal importance, although to the wider society the various occupations differ in monetary worth and in social value. If our society is to continue to advance, many types of labor are necessary. This situation seems to coincide with the different capabilities of people who perform these jobs. Fortunately, it is possible for each individual, with proper guidance, source of training, and motivation, to engage in an occupation which he will find satisfying and which will be a challenge to his capabilities, as well as one which will make a worthy contribution to society. To the extent that the individual, for whatever reason, is denied the privilege of occupying this position, to that extent society will be impoverished.

Vocational education connotes seriousness of purpose and assumes democracy. It makes provision for wide differences among individuals. It is an integral part of the total education of a person; however, its emphasis is pointed more directly at what an individual must know and be able to do in his chosen occupation. This fact does not keep the person from gaining satisfaction through creative expression or appreciation of beauty and design or engaging in ethical behavior, but enables him to feel a sense of pride and accomplishment and permits him to have a sense of well-being and worthwhileness.

An individual does not live apart from his occupation. His "job" probably occupies more hours in the total day than any other activity, and even though one may have left the physical location of the job, one's satisfaction or lack of it goes with him. Such considerations tend to emphasize the need for greater efficiency in vocational education for all workers. Individually, it leads to personal worth; collectively, it leads to the economic strength and fulfillment of democratic ideas.

An individual's occupation approaches sacredness in that, principally, it is through this avenue that he reacts with his fellow man. If this reaction is to be positive, then it behooves society to make provisions for all—"of low and high degree"—to reach their greatest potential in meeting the training needs of their particular vocations.

Statement of the Problem

The various branches of vocational education have many contributions to make in meeting the occupation training needs of people. Some of these needs are minor and may be cared for in a short time; other requirements call for longer time and more detailed treatment. To date, the four branches of vocational education have been concerned almost wholly with meeting the needs of people which are peculiar to the interests of that particular branch. However, vocational requirements of workers today do not group themselves into single categories of needs. For example, the needs of many agriculture workers are of greater variety than those in the scope of farmer training, or the sales person's needs are broader than those of mere salesmanship.

It appears that if vocational education is to be of greater service in meeting the total training needs of workers, the services which make up this phase of education will be required to consider an "interdisciplinary" approach. As no device is now available to cope with this crossing of service lines for meeting the modern worker's occupational training needs, the problem poses itself in this manner: What organizational structure may be devised which will adequately meet the vocational training requirements of Kentucky out-of-school youth and adults and those in-school youth who may not now be effectively cared for under the present organizational structure?

Rationale

In arriving at the proposed organization an inductive chain of reasoning is followed: first, attention is directed to extensive socioeconomic developments that have occurred since the first vocational education act; second, the conclusion is drawn that these changing conditions, all pertinent to effective programs of vocational education, will make necessary a changing organization for meeting occupational training needs of people; third, there are certain principles, or truths, on which a sound program of vocational education may be built, and these principles are not unknown to persons experienced in vocational education; and fourth, that sound principles and awareness of changing occupations may be so amalgamated that a local organization may be devised that will achieve a maximum effectiveness in meeting the occupational training needs of people.

Elements of change.—An extensive discussion on change seems to be unnecessary, and it is not the intent of the author to itemize all such changes, even if it were possible. However, it is felt that some of the socio-economic developments that have occurred that affect vocational education are so pertinent that their oversight may tend to give a distorted view of the need for a changing vocational education organization at the local level.

The first of these developments pertains to *population movements.* People move, mostly, for economic reasons. Whether this movement is interstate or intrastate, the factor is of prime importance to vocational educators. Individuals move to "jobs" and from "jobs."

Kentucky is becoming more urban and less rural; counties with urban centers gain more people than counties without urban centers. U.S. Census data reveal that there has been an abnormal trend of out-migration during the last three decades, resulting in a much smaller population growth for the state than that of the national average.[1] Movement of population indicates changing needs and it is imperative that programs of vocational education change to meet these needs.

The second of these changes which demands attention, if vocational education is to accomplish its objectives, concerns *economic developments in agriculture, mining, manufacturing, and the service occupations.* Kentucky has altered its employment pattern from one of an agrarian nature to one of an industrial. The trend is away from farming. During the 1950's the number of people employed in manufacturing increased by 46,000; in farming, during this same decade, there was a decrease of approximately 113,000.[2]

Coal mining, an industry on which eastern Kentucky has long depended for employment and general economic stability, is a sick industry—sick not in the sense of production but from the aspect of employment. In 1950, the employment of miners stood at 75,956. In 1963 this employment dropped to less than 29,000. The severity of this loss of wage income and the resulting economic consequence becomes more meaningful when it is known that employment in mining during the deepest depression years of the 1930's never was less than 40,000.

---

[1] During the decade 1950-60, the population gain in Kentucky was 3.2 percent while the national population gain was 18.5 percent.

[2] U.S. Bureau of the Census, *United States Census of Population: 1960,* General Social and Economic Characteristics, Kentucky, p. 164.

This unemployment in mining has created a surplus of labor which, in turn, has caused an exodus of population from the Appalachian Area of Kentucky. (During the decade 1950-60, 19 counties in eastern Kentucky suffered population losses of over 5,000. Six of these counties had losses of over 15,000.)

When the Smith-Hughes Law (1917) was enacted, the service occupations were of such little consequence that no provision was made to train people so employed or those to be employed. Employment in these occupations has grown to such extent that in 1960 approximately one out of three workers is employed in wholesale and retail trade; finance, insurance and real estate; personal services; and public administration.

If the training needs of people resulting from changing occupational patterns are to be cared for, then it would seem logical that training agencies should alter their training programs to meet these needs.

A third change that seems to be salient is that of *educational development*—teacher qualifications, facilities, methods, and media for teaching—all resulting in quality education. Various Federal acts have also added a national flavor to education, an aspect that did not exist in 1917. These facts, and others, have changed the expectations of people where education is concerned; a higher level of thinking has resulted; a more critical eye for all education has come about. If vocational education is to thrive (or survive), it must reflect efficiency or others will assume its role.

A fourth aspect of change which greatly concerns vocational education, and which relates to the three changes mentioned above, is that of *technology*. Some of the developments which seem to have greatest impact are radio and television, advanced mechanization and automation, and methods of transportation. Surely it would be impossible to determine the extent of importance of these developments. Suffice it to say that it is tremendous. As a result of the various technologies, jobs both vanish and appear. Sociological problems as well as employment problems are apparent. (The full effects of developments in space exploration and atomic energy have not really been felt by Kentucky citizens.)

Generally, it may be said that the citizen of 1917 is not the citizen of today. His concepts have broadened; he has a greater appreciation for scientific knowledge; he is less satisfied with the mediocre; he thinks less on the local level and more on the national and international levels. He knows more, wants more, and deserves more because of technological development.

Statistical Treatment of the Data

The data were collected and recorded for both subgroup and total group responses. Privilege was given to the respondents to reply to each of 60 statements in one of five possible ways: strongly agree, agree, no opinion, disagree, and strongly disagree. In the determination of acceptance of the statements by the subgroups and the total group, the statistical measure, chi-square, was used. Because "strongly agree" and "agree" are relative (as are "disagree" and "strongly "disagree"), only the positive ("strongly agree" and "agree") and negative ("disagree" and "strongly disagree") were considered in the calculations. Chi-square was figured by using the formula $X^2 = \Sigma \left[\frac{(fo\text{-}fe)^2}{fe} \right]$. Correction for continuity was made by deducting .5 from the difference between the expected frequencies and the observed frequencies[1]

Because the researcher was interested in only the extent of agreement of the respondents, and the chi-square test is one which cares for both ends of the probability curve (a "two-tailed" test), it was necessary to use $P/_2$ to obtain the probability for agreement.

Acceptance was considered significant when agreement was calculated at the .05 level or less.

---

[1] Henry E. Garrett, *Statistics in Psychology and Education* (New York: Logmans, Green, and Company, 1947), p. 246.

CHAPTER II

BASIC PRINCIPLES OF VOCATIONAL EDUCATION FOR MEETING OCCUPATIONAL NEEDS

If an organizational structure is to be proposed that will adequately meet the occupational needs of Kentucky citizens, it must be based on a sound foundation. It is the purpose of this chapter to list those principles which may serve as this foundation. This is to be accomplished by determining the extent of acceptance of a list of sixty statements by a panel of experts consisting of 126 vocational school administrators, 10 state supervisors of trade and industrial education, 56 teacher educators of vocational agriculture, 25 teacher educators of trade and industrial education, and 64 Kentucky employers of graduates of Kentucky area vocational schools. In addition to those from Kentucky, the panel is composed of persons from 11 southeastern states: Tennessee, Georgia, Virginia, West Virginia, North Carolina, South Carolina, Florida, Mississippi, Arkansas, Louisiana, and Alabama. It is believed the socio-economic conditions within these states are more nearly like those of Kentucky than those in the states in the North or West, and therefore opinions of respondents from the southeastern states may be more applicable in solving problems in vocational education in Kentucky.

The survey instruments were sent to all of the persons employed in the various vocational education groups in all the twelve southeastern states (including Kentucky). The number of forms sent and the number and percentage returned by group are indicated in Table 1.

In an effort to obtain opinions from a more heterogeneous group, the writer arranged to have the 60 statements of principles evaluated by 64 employers of graduates from the area vocational schools in Kentucky. Even though the association of these employers with vocational education has been only through graduates of present institutions (which may be the best kind of association for evaluation purposes), it was believed their judgements would be of value in determining sound principles on which to base future vocational education efforts.

The Survey Form

The sixty statements of principles were gleaned from various volumes pertaining to principles and philosophy of vocational education, addresses by various persons associated with vocational education,

TABLE 1

Number of Survey Forms Sent and Number and Percentage of Completed Forms Returned, by Group

Group	Number of Forms Sent	Number of Forms Returned	Percent Returned
Agriculture Teacher Educators.	83	56	67.4
Trade and Industrial Teacher Educators. . .	29	25	86.2
State Supervisors of Trade and Industrial Education.	12	10	83.3
Vocational School Administrators	163	126	77.3
Industrial Employers . .	120	64	53.3
TOTAL	407	281	69.0

and from extensive conversations and experiences the writer has had in working with others engaged in vocational education. The statements are divided into 11 categories: administration, supervision, advisory services, vocational guidance and counseling, course offerings, in-school youth, out-of-school youth, part-time and evening training, public relations, away-from-school activities, and cooperating agencies. It is possible that the statements could have been categorized in other ways. The number of principles which might be used to help substantiate a proposed structure are endless. Those used in the survey seemed to the writer to be more pertinent than others. In reality, each principle, or statement, is an hypothesis which is being either accepted or rejected by the panel.

Five choices were provided for checking each statement of principle: (1) strongly agree, (2) agree, (3) I have no opinion, (4) disagree, and (5) strongly disagree. Statements not checked by the respondents were tallied as "I have no opinion." While "strongly agree" and "agree" may be relative, they should offer some insight into the extent of positiveness of the respondents. Likewise, "disagree" and "strongly disagree" should offer some knowledge about the extent of negativeness.

A question may arise in the mind of the reader concerning the relative value of responses by each of the various groups of respondents. Will responses from vocational school administrators, persons directly engaged in administrating a "grass roots" program of vocational education, have more value than those from agriculture teacher educators or industrial employers who have never had such experience? Because of this concern, the responses made by each of the groups, as well as the entire group, are listed. After considering the opinions of the groups, both separately and collectively, the writer concludes with a statement as to degree of acceptance or rejection for each of the 60 statements.

Acceptance or Rejection of the 60 Statements

1. *The administrative head of an area-type school should be responsible to a higher administrative group.*

Probably all school personnel, finally, trace their responsibility to higher administrative groups: either local boards of education, state boards of education, boards of regents, or some like group. However, the subject statement is concerned with direct responsibility. The respondents accepted this statement in the manner shown in Table 2.

It will be noted that agreement with the statement is rather definite as 129 respondents *strongly* agreed whereas 124 only agreed.

Summing the responses of "strongly agree" and "agree" and of "disagree" and "strongly disagree" reveals that positive agreements total 253, whereas negative agreements total 18. Statistically, the level of significance for agreement with the statement is less than .01, and therefore it may be accepted as a definite principle on which to build a sound vocational education structure.

2. *The administrative head may delegate authority to his assistants commensurate with the responsibility he gives them.*

This statement is considered by many in business administration as a basic principle of organization—the principle of "authority and

TABLE 2

Degree of Acceptance of Statement 1 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	129	124	10	9	9
Agriculture teacher educators	56	38	15	1	2	0
State supervisors of industrial education	10	4	4	1	0	1
Trade and industrial teacher educators .	25	11	13	0	1	0
Vocational school administrators. . .	126	57	55	2	4	8
Employers of Kentucky area vocational school graduates. .	64	19	37	6	2	0

responsibility"–and a principle necessary to the success of all scalar organizations. Table 3 shows that all but two respondents agreed with the statement; the two who did not agree had no opinion.

The significant fact revealed in this table is the definiteness with which the group accepted the principle. Because industrial management has generally accepted the principle of "authority and responsibility," it would seem that responses by this subgroup would have been more positive in their agreement. However, the positiveness of the total group in agreeing with the statement would cause it to be considered as a basic principle for an organization providing vocational education.

TABLE 3

Degree of Acceptance of Statement 2 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	154	125	2	0	0
Agriculture teacher educators	56	37	19	0	0	0
State supervisors of industrial education	10	3	7	0	0	0
Trade and industrial teacher educators .	25	14	11	0	0	0
Vocational school administrators. . .	126	69	56	1	0	0
Employers of Kentucky area vocational school graduates. .	64	31	32	1	0	0

3. *The administration of the school should be kept close to the people.*

This statement has been made, and heard, by many educators. To some extent it is stated in the vernacular, but it was believed that its meaning would be sufficiently clear in expressing the idea that school administrators should not set themselves aside or hold themselves aloof from the public who support the institution which is actually designed to serve them. Table 4 shows how the total group and subgroups reacted to the statement.

Even though the results of the survey show that the statement can be considered as a general truth, it may appear odd to the reader that as many as 25 respondents have no opinion as to its acceptance. It will be noted that 10 of these responses were made by the employers who may not have understood the meaning of the statement.

TABLE 4

Degree of Acceptance of Statement 3 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	120	121	25	13	2
Agriculture teacher educators	56	31	22	1	1	1
State supervisors of industrial education	10	2	5	3	0	0
Trade and industrial teacher educators .	25	12	10	2	1	0
Vocational school administrators . .	126	58	53	9	6	0
Employers of Kentucky area vocational school graduates. .	64	17	31	10	5	1

A total of 242 answered positively in accepting the statement, while 15 disagreed. The high level of agreement with the principle would indicate its acceptance in projecting a structure for meeting people's needs in vocational education.

4. *The administration of vocational education will be efficient in proportion as it is elastic and fluid rather than rigid and standardized.*

The purpose of vocational education is to meet the training needs of people. As these needs change, it would appear that provisions for meeting them would likewise change. Table 5 shows the extent of agreement the respondents had with the statement.

Overwhelming acceptance of this statement by each subgroup shows that administrative procedures must be susceptible to change if they are to meet vocational education needs. Only the employers indicated a lesser number of "strongly agree" than "agree." This fact, in addition to the seven who had no opinion and the three who disagree, would indicate a greater reservation in acceptance. However, the almost complete acceptance of the statement is significant to such an extent that it should be considered a basic principle in the administration of vocational education.

5. *Only a person who has had considerable experience in at least one of the vocational fields should be appointed head of a comprehensive area vocational school.*

This statement might imply that individuals who are good administrators, in general, and who have no vocational education background,

TABLE 5

Degree of Acceptance of Statement 4 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	153	110	11	6	1
Agriculture teacher educators	56	33	20	0	3	0
State supervisors of industrial education	10	7	2	1	0	0
Trade and industrial teacher educators .	25	14	11	0	0	0
Vocational school administrators. . .	126	78	44	3	0	1
Employers of Kentucky area vocational school graduates. .	64	21	33	7	3	0

would not be successful heads of vocational schools. This thinking is borne out in the present requirements for directors of area vocational schools in Kentucky.[1]

Probably the most significant aspect about the respondents' agreement is the extent of positiveness of their acceptance. Of the 238 who accepted the statement, more than 64 percent *strongly* agreed. The employers were the most conservative subgroup which accepted the statement. However, when the responses are considered on a basis of positive agreement versus negative agreement, even the employers accepted the principle at a level of significance of less than .01. Table 6 shows the extent to which the 281 respondents agreed with this statement.

It may be stated with a high degree of certainty that the statement may properly be accepted as a guiding principle in selecting head administrators for comprehensive area vocational schools.

6. *At least one member of the State Department of Education representing vocational education should be included in any area group which may have administrative functions in an area vocational school program.*

The central idea in this statement is that of providing a liaison between a local administrative group and the State Department of

---

[1] Directors of Kentucky area vocational schools must have completed 16 semester hours in approved vocational education courses, and have had at least three years experience in teaching or coordinating approved trade and industrial education classes.

TABLE 6

Degree of Acceptance of Statement 5 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	153	85	13	27	3
Agriculture teacher educators	56	32	19	2	2	1
State supervisors of industrial education	10	6	2	1	1	0
Trade and industrial teacher educators .	25	13	10	0	2	0
Vocational school administrators. . .	126	78	32	4	11	1
Employers of Kentucky area vocational school graduates. .	64	24	22	6	11	1

Education from which financial aid and consulative services are provided. Probably the aspects of most interest in Table 7 are the differences of opinion of the state supervisors of trade and industrial education and the vocational school administrators and trade and industrial teacher educators. As shown in Table 7, this statement was less warmly received than were the preceding statements.

All the state supervisors, except two who had no opinion, desired connecting links with local administrative groups, while the local voca-

TABLE 7

Degree of Acceptance of Statement 6 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	79	125	35	29	13
Agriculture teacher educators	56	21	24	6	5	0
State supervisors of industrial education	10	4	4	2	0	0
Trade and industrial teacher educators .	25	6	10	2	5	2
Vocational school administrators. . .	126	31	52	16	16	11
Employers of Kentucky area vocational school graduates. .	64	17	35	9	3	0

tional school administrators were much less opinionated. Almost 25 percent of the administrators who had an opinion did not accept the statement. Agreement by industrial teacher educators, significant at the .05 level, indicates acceptance by this subgroup. The dissentions were not sufficient to prevent over-all acceptance of the statement, the results being significant at less than the .01 level. The statement is therefore an accepted principle.

7. *The genuine concern of people for vocational education will be in proportion to their understanding of its objectives and services.*

This statement, if accepted, would have great implications for an administrator regarding how he might emphasize his public relations program—how he would budget his "working day." Table 8 shows the acceptance of this statement.

TABLE 8

Degree of Acceptance of Statement 7 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	186	90	4	1	0
Agriculture teacher educators	56	34	20	2	0	0
State supervisors of industrial education	10	7	3	0	0	0
Trade and industrial teacher educators .	25	21	4	0	0	0
Vocational school administrators. . .	126	91	34	0	1	0
Employers of Kentucky area vocational school graduates. .	64	33	29	2	0	0

With the exception of one vocational school administrator who disagreed and four other respondents who had no opinion, the total group accepted the statement—186 respondents *strongly* agreeing. The statement should therefore be considered a basic principle for guiding the vocational school administrator.

8. *The head administrator of a vocational school should be totally responsible for all activities in the institution.*

The statement is akin to the basic organizational principle—"One cannot delegate away his responsibility." Even though delegation of responsibility and authority is inherent in the administrative activity, the feeling exists among some administrators that once responsibility is delegated to another they have no further responsibility for the particular task. Table 9 shows how the total group and subgroups accepted the statement.

TABLE 9

Degree of Acceptance of Statement 8 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	138	105	2	31	5
Agriculture teacher educators	56	24	17	1	12	2
State supervisors of industrial education	10	9	1	0	0	0
Trade and industrial teacher educators .	25	15	10	0	0	0
Vocational school administrators. . .	126	68	44	0	12	2
Employers of Kentucky area vocational school graduates. .	64	22	33	1	7	1

Of the total group who had definite opinions about the statement, 243 accepted it and 36 did not accept it. Perhaps many of those who disagreed did so because of the word, "totally," which was used to describe the head administrator's extent of responsibility. Some of the respondents who disagreed either circled or underscored the word. It seems significant that the state supervisors, themselves administrators, agreed 100 percent with the statement—9 of the 10 *strongly* agreeing. The highest percentage of rejections of the statement came from the agriculture teacher educators. Of this subgroup who had opinions, more than 25 percent declined to accept it. This fact contrasts with the teacher educators of trade and industrial education who gave 100 percent acceptance of the principle, 60 percent *strongly* agreeing.

This principle should be considered as a guiding principle for vocational school administrators.

9. *Vocational education should be provided wherever there is a need to train youth and adults for jobs that exist.*

This statement would imply that vocational education should be widespread because youth and adults are widespread and, jobs existing, their needs would become automatic. Meeting these needs would also imply that particular attention should be given to part-time evening extension classes. The respondents were positive in their acceptance of the statement, as shown in Table 10.

This was the only one of the 60 statements under study about which all respondents had opinions—either positive or negative. The high percentage of agreement and particularly *strong agreement* would necessitate the acceptance of the statement as a basic principle for vocational educators to follow in administering a program.

TABLE 10

Degree of Acceptance of Statement 9 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	172	98	0	9	2
Agriculture teacher educators	56	27	25	0	4	0
State supervisors of industrial education	10	6	4	0	0	0
Trade and industrial teacher educators .	25	18	7	0	0	0
Vocational school administrators. . .	126	87	33	0	4	2
Employers of Kentucky area vocational school graduates. .	64	34	29	0	1	0

10. *Head administrators of comprehensive area vocational schools should have had special training in administration.*

This statement implies that successful administrators attain the position because of intent and concern for good school administration. The present head administrators of area vocational schools in Kentucky have no such training except that which might be considered as on-the-job training prior to their having accepted the position. Most of them have had previous experience as teacher-coordinators.

The respondents were definite in their acceptance of the statement as shown in Table 11.

The degree of positiveness of acceptance is self-evident with only 9 of the 271 respondents, who had no opinion, disagreeing with the statement. This principle might imply that provisions should be made, either by institutions of vocational teacher education or departments of commerce or management, whereby training in administration may be provided.

TABLE 11

Degree of Acceptance of Statement 10 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	138	124	10	8	1
Agriculture teacher educators	56	27	25	2	1	1
State supervisors of industrial education	10	6	4	0	0	0
Trade and industrial teacher educators .	25	15	9	0	1	0
Vocational school administrators. . .	126	63	52	6	5	0
Employers of Kentucky area vocational school graduates. .	64	27	34	2	1	0

The wholehearted acceptance of the statement indicates that it should be a principle that needs consideration in staffing comprehensive area vocational schools.

11. *Provision should be made for supervision of the instructional program in the school.*

The meaning of the word "supervision" has a different connotation from the sense in which it is generally used, especially as it is applied in industry. In education, the term refers to that function of administration which seeks to improve an instructional staff. This would imply that vocational school programs must be kept up-to-date through aid provided by some person or persons responsible for helping teachers with their problems. Table 12 shows the total acceptance of this statement.

The unanimity of the total group seems to be significant in the acceptance of the statement. The complete meaning of the statement may have been unclear to some of the lay group (employers), thus resulting in the 4 "no opinions."

Because of the degree of the acceptance of the principle it would appear almost mandatory that supervision be included in the administrative program of every vocational school.

12. *The function of supervision is concerned with program development and improvement.*

It was thought that the modern concept of school supervision may have got confused with the "overseer" concept. However, the respon-

TABLE 12

Degree of Acceptance of Statement 11 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	193	84	4	0	0
Agriculture teacher educators	56	45	11	0	0	0
State supervisors of industrial education	10	9	1	0	0	0
Trade and industrial teacher educators .	25	21	4	0	0	0
Vocational school administrators. . .	126	90	36	0	0	0
Employers of Kentucky area vocational school graduates. .	64	28	32	4	0	0

dents almost completely accepted the statement. Table 13 shows this acceptance.

Employers were more conservative in accepting the statement than the other subgroups, probably because the statement was foreign to their experiences. However, the overwhelming agreement with the principle would indicate that the purpose of school supervision is known and accepted.

TABLE 13

Degree of Acceptance of Statement 12 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	147	121	9	3	1
Agriculture teacher educators	56	34	21	1	0	0
State supervisors of industrial education	10	6	4	0	0	0
Trade and industrial teacher educators .	25	17	8	0	0	0
Vocational school administrators. . .	126	74	51	0	1	0
Employers of Kentucky area vocational school graduates. .	64	16	37	8	2	1

13. *Continued teacher development is a necessary part of program development.*

This statement emphasizes the importance of instruction in vocational education. The need for supervision is inherent in the statement. As in all phases of education, the success of the program depends upon the competency of the teachers. In order for teachers to be competent, their continued growth is necessary. This fact is definitely brought out in the acceptance of the principle, as shown in Table 14.

TABLE 14

Degree of Acceptance of Statement 13 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	199	78	4	0	0
Agriculture teacher educators	56	43	12	1	0	0
State supervisors of industrial education	10	8	2	0	0	0
Trade and industrial teacher educators .	25	22	3	0	0	0
Vocational school administrators. . .	126	97	29	0	0	0
Employers of Kentucky area vocational school graduates. .	64	29	32	3	0	0

Only on one other of the 60 statements which were used was there stronger agreement. This decisiveness prevailed in all the subgroups except the employers who, again, were more conservative in their agreement. However, none disagreed. Lack of more strong agreement by this subgroup probably was caused by incomplete understanding of the statement by these lay persons. Trade and industrial teacher educators and agriculture teacher educators answered as might be expected, as their tasks consist mainly of teacher development.

14. *Supervision is an accepted responsibility of school administration.*

Many people in general education would say that supervision is effective to the extent that it is recognized by school administrators as necessary for effective school programs. The reason for including this statement in the study was to find out whether people in vocational education would make the same assertion. If they did, the statement could then be used as a guiding principle for allocating administrative responsibilities to vocational school administrators. Table 15 shows the extent of acceptance of the statement by the total group and subgroups.

Again, the most conservative of the subgroups was the employers, while the strongest agreement was by the trade and industrial teacher educators. Both of these groups might be expected to take these positions because of association or lack of association with such a theoretical statement. However, the 5 disagreements by the agriculture teacher educators cannot be explained by this reasoning because they, too, are familiar with educational theory. The 258 "agreements" and only 11 "disagreements" and 12 "no opinions" would appear to be highly significant. Therefore, the statement should be considered by the group as a sound principle in determining the placement of responsibility for supervision.

TABLE 15

Degree of Acceptance of Statement 14 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	126	132	12	10	1
Agriculture teacher educators	56	24	24	2	5	1
State supervisors of industrial education	10	5	4	0	1	0
Trade and industrial teacher educators .	25	16	9	0	0	0
Vocational school administrators. . .	126	64	56	4	2	0
Employers of Kentucky area vocational school graduates. .	64	17	39	6	2	0

15. *The competent worker as a potential teacher is not aware of the content of his occupation, nor is he generally able to develop courses of study from it.*

This statement, made by a noted author and professor, would imply that help must be had if the skilled worker is to be made an effective teacher. Such aid may find its source in supervisors or teacher educators or some other person skilled in developing teacher materials. The statement might have been worded differently so as to escape the "doubleness" in it.

The writer, in his experience as a teacher educator, finds the statement to be very true. He has encountered few, if any, tradesmen who have recently "turned" teachers who can organize the content of their occupations in a satisfactory manner for teaching. This fact should not be considered as a reflection on the ability of the particular individuals or the lack of knowledge about their occupation. They are merely not accustomed to thinking of their trades as subjects for teaching.

The high amount of rejection for this statement as compared to the other principles is reflected in Table 16.

The highest agreement came from the trade and industrial teacher educators (88 percent) which was significant at less than the .01 level while the least agreement came from the state supervisors of trade and industrial education (60 percent). For this subgroup the level of significance was .15 and therefore unnacceptable. High acceptance by the teacher educators is probably a reflection of their extensive efforts made in aiding competent tradesmen to organize their teaching materials—they may see the problem more clearly. No explanation can be given as to why the state supervisors were the most in disagreement, unless it may be that they were the subgroup farthest from the problem. The employers, also removed from the problem, gave acceptance which was significant only to the .17 level and, therefore, unacceptable.

TABLE 16

Degree of Acceptance of Statement 15 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	36	133	22	75	15
Agriculture teacher educators	56	8	24	7	13	4
State supervisors of industrial education	10	2	4	0	3	1
Trade and industrial teacher educators .	25	4	18	0	2	1
Vocational school administrators. . .	126	20	59	3	37	7
Employers of Kentucky area vocational school graduates. .	64	2	28	12	20	2

Even though disagreement was greater for this statement than for previous principles, the divergence of observed from expected results for the total group was sufficiently large to be significant at less than the .01 level. Therefore it may be accepted as a principle for guiding supervisors, teacher educators, and others in providing a particular kind of help for new teachers. Because of the amount of disagreement among some of the subgroups, it would seem that much could be expected from competent workers in the organization of their courses.

16. *Every vocational administrator should make use of a formal administrative advisory committee.*

Much has been written and "preached" about the desirability of advisory committees, both at the administrative level and craft level. In some places in Kentucky these types of committees are used; in some places they are not used. Those who do not use advisory groups seem to think they would be a burden and difficult to work with. This statement is included in the study so as to determine the extent of desirability of advisory committees for any newly proposed type of institution. Table 17 shows the acceptance of the statement.

TABLE 17

Degree of Acceptance of Statement 16 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	115	133	12	18	3
Agriculture teacher educators	56	22	30	2	1	1
State supervisors of industrial education	10	6	3	0	1	0
Trade and industrial teacher educators .	25	16	8	0	1	0
Vocational school administrators. . .	126	51	63	1	10	1
Employers of Kentucky area vocational school graduates. .	64	20	29	9	5	1

Even though 199 vocational educators agreed with the use of administrative advisory committees, 15 did not agree. Of those who did not agree, 11 were vocational school administrators (10 percent), the persons for whom administrative advisory committees were designed.

Because advisory committees provide an opportunity for lay persons to influence school activities, it may appear surprising that 6 employers disagreed (10 percent) and 9 employers had no opinion about the statement. The acceptance of the statement is extensive enough for it to be a principle to be followed by vocational school administrators.

17. *The only reliable source of content for specific training in an occupation is in the experience of masters of that occupation.*

This statement, taken from the writings of a vocational education philosopher, would, if true, have more implications for trade and industrial education than for the other branches of vocational education. If accepted, it would necessitate a more cooperative working arrangement between craftsmen and vocational school personnel in planning for both day and evening classes. Because much of the accepted content of agriculture and home economics education is derived from experimental work performed at experiment stations or laboratories, the statement may not be so applicable.

This statement brought greater disagreement than any of the other statements. It will be noted that much disagreement was consistent throughout all subgroups (except that of state supervisors), being greatest among the agriculture teacher educators. The state supervisors agreed at a ratio of 9 to 1.

The respondents as a group answered the statement negatively, as shown in Table 18.

TABLE 18

Degree of Acceptance of Statement 17 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	46	97	12	112	14
Agriculture teacher educators	56	5	13	4	26	8
State supervisors of industrial education	10	4	5	0	1	0
Trade and industrial teacher educators .	25	5	9	0	10	1
Vocational school administrators. . .	126	22	47	4	50	3
Employers of Kentucky area vocational school graduates. .	64	10	23	4	25	2

In determining final acceptance on a basis of "agree" and "not agree" the agreement is significant at only the .18 level. Therefore, the statement must be rejected as a guiding principle.

18. *Advisory committees should be used for each of the vocational course offerings.*

The same qualifying comments might be made about this statement that were made about number 16. "Craft" advisory committees have long been considered as not only desirable but almost mandatory if an industrial education program is to be successful. This type of committee would also be applicable to the various programs of agriculture, home economics, distributive education, or business education.

The subgroup giving strongest acceptance was the state supervisors of trade and industrial education, 80 percent of whom approved it. Employers, again, viewed the statement conservatively. It is possible that they did not fully understand the statement. Table 19 shows how the respondents accepted this statement.

Probably the most significant fact about Table 19 is the number of agriculture educators who rejected the statement. Of those having opinions, 33 percent rejected the principle (acceptance significant at the .015 level). Even though there was some disagreement among agriculture teacher educators, the total acceptance was significant at less than the .01 level, and thus the statement is accepted as a principle for use in providing efficient program of vocational education. Further study might be given as to the values of using such advisory committees for agriculture education courses.

19. *The State Department of Education should be more advisory than administrative in its actions with an area school.*

This statement has particular significance for many states that are

TABLE 19

Degree of Acceptance of Statement 18 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	64	146	23	41	7
Agriculture teacher educators	56	9	25	5	14	3
State supervisors of industrial education.	10	8	2	0	0	0
Trade and industrial teacher educators .	25	7	13	1	3	1
Vocational school administrators. . .	126	35	73	3	13	2
Employers of Kentucky area vocational school graduates. .	64	5	33	14	11	1

introducing area schools in their vocational program. It has philosophic implications concerning the question of "state operated" schools versus "area operated" schools. Many of the respondents recognized these implications, as exemplified in Table 20.

TABLE 20

Degree of Acceptance of Statement 19 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	84	127	22	43	5
Agriculture teacher educators	56	19	20	4	12	1
State supervisors of industrial education	10	2	2	1	4	0
Trade and industrial teacher educators .	25	8	13	1	3	0
Vocational school administrators. . .	126	49	55	7	13	2
Employers of Kentucky area vocational school graduates. .	64	6	36	9	11	2

Percentage of acceptance of the statement by the respondents of the subgroups who had opinions ranged from 55 percent (not significant) for the state supervisors to 87 percent for trade and industrial teacher educators. Vocational school admistrators reacted positively to the statement by 87 percent. This may indicate that the administrators at the local schools would see their efforts as being more effective if more autonomy were provided at the area level. It may also be interpreted that the state supervisors, representing the state departments of education, see the area school as being less effective if there is more direct authority at the area level.

However, the acceptance of the statement by the total group indicates that agreement is significant at the .01 level and that it may be considered a guiding principle.

20. *People eventually make greater use of their schools where there is an orderly arrangement for citizens to participate in planning.*

Much has been written about the need for including lay people on various educational committees. It is felt by the writer that this idea is more theoretical than practical. Nevertheless, this judgement should not negate the theory. Persons associated with vocational education have probably been more aware of the theory than those in other areas of education. In an attempt to gain a clearer determination of this principle, it was submitted to the respondents in this study. Table 21 gives the reaction of the total group and the subgroups to the statement.

TABLE 21
Degree of Acceptance to Statement 20 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	90	160	16	13	2
Agriculture teacher educators	56	29	26	1	0	0
State supervisors of industrial education	10	4	6	0	0	0
Trade and industrial teacher educators .	25	13	12	0	0	0
Vocational school administrators. . .	126	34	82	5	4	1
Employers of Kentucky area vocational school graduates. .	64	10	34	10	9	2

Agreement with this statement is decisive, with only 15 dissenting. Of those disagreeing, 10 were employers or lay people. This appears difficult to justify, as use of the principle would tend to encourage lay participation in the school. It may be that lay people do not desire participation and would rather leave the operation of the school entirely to school people, but this is doubtful. Ten of this subgroup had no opinion. There was high agreement among the vocational education personnel—217 accepted, 5 rejected, and 6 had no opinion. The statement may be considered as a definite principle for program planning.

21. *The adequacy and effectiveness of programs of vocational education are contingent upon the degree of citizen cooperation and participation in planning and evaluation.*

This statement implies greater dependence upon citizen participation for program success than does statement 20. The acceptance of this statement would make almost mandatory the use of advisory committees and cooperating groups in operating vocational schools. Table 22 shows how the respondents accepted the statement.

The similarity of agreement and disagreement of the respondents for statements 18 and 21 is very great. In considering the implications of the two statements, one may see that action implied in statement 21

TABLE 22
Degree of Acceptance of Statement 21 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	55	155	28	41	2
Agriculture teacher educators	56	21	30	0	4	1
State supervisors of industrial education	10	2	5	3	0	0
Trade and industrial teacher educators .	25	9	15	0	1	0
Vocational school administrators. . .	126	21	70	17	18	0
Employers of Kentucky area vocational school graduates. .	64	2	35	8	8	1

would result in advisory committees mentioned in statement 18. Comparison of answers to the two statement would reveal the following similarity:

For statement 18 there 210 acceptance, 48 rejections, and 23 "no opinions."

For statement 21 there were 210 acceptances, 43 rejections, and 28 "no opinions."

Only the state supervisors showed no rejection of either statement. Again the employers showed a reluctance to give significant acceptance to a principle that would involve lay participation. This fact may reflect much misunderstanding or lack of knowledge among lay persons as to their opportunities and responsibilities for participating in programs of vocational education.

The over-all acceptance of the statement is significant to the extent that it should be a principle to be used in effective vocational education programs.

22. *A counselor must be concerned with aspects of the student that are outside his vocational education needs.*

The purpose of including this statement in the study is an attempt to determine the extent of over-all concern for students in vocational education by persons responsible for their vocational education programs. Some have said that vocational educators have been narrow in concepts in caring for the over-all needs of their students. Rejection of the subject statement by the respondents would tend to concur with this criticism, implying that counseling should be limited to occupational concern. Acceptance of the statement would tend to refute the criticism and would imply that vocational educators are concerned with the welfare of the "total" individual. The acceptance would also serve as a guiding principle in staffing area vocational schools with persons skilled in areas other than mere vocational information. Table 23 shows the degree of acceptance of the statement.

TABLE 23

Degree of Acceptance of Statement 22 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	97	163	11	7	3
Agriculture teacher educators	56	23	29	3	1	0
State supervisors of industrial education	10	4	6	0	0	0
Trade and industrial teacher educators .	25	10	13	2	0	0
Vocational school administrators. . .	126	45	72	3	3	3
Employers of Kentucky area vocational school graduates. .	64	15	43	3	3	3

The extent of acceptance of the statement clearly indicates that it should be a basic principle in caring for needs of students and implies that vocational educators are concerned for the general welfare of their students. Indeed, it would be difficult to separate social, physical, or economic needs from vocational education needs. "Individuals come in wholes, not in parts," and vocational education, according to the responses to the subject statement, is concerned with the whole person.

23. *In each school someone should coordinate all the various guidance activities and furnish leadership in improving guidance services*

This implies that the statement, "everybody's business is nobody's business," is true and that leaving matters to everyone is not the correct procedure in guidance activities. According to the writer's personal knowledge the "everybody's business" is too prevalent in the area vocational schools in Kentucky. It is felt that guidance activities are more "talked about" than "done anything about." The respondents' reaction to the subject statement should enable the researcher to determine the collective opinion as to whether an individual directly responsible for guidance activities should be associated with the area vocational school. No guidance counselors are now so employed. The respondents gave wholehearted acceptance to the statement as shown in Table 24.

TABLE 24

Degree of Acceptance of Statement 23 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	133	145	2	1	0
Agriculture teacher educators	56	31	25	0	0	0
State supervisors of industrial education	10	2	8	0	0	0
Trade and industrial teacher educators .	25	19	6	0	0	0
Vocational school administrators. . .	126	63	62	0	1	0
Employers of Kentucky area vocational school graduates. .	64	18	44	2	0	0

The almost total group acceptance of this principle would make it axiomatic in the operation of an area vocational school. Few of the 60 statements under study were more completely accepted. Considering such positive reaction the reader (as does the writer) may wonder why the principle has not been acted upon.

24. *Effective vocational education for any profession, calling, trade, occupation, or job can only be given to the selected group of individuals who need it, want it, and are able to profit by it.*

This statement points up the need for selection of students who enroll in programs of vocational education. Some people in education see vocational education as the "answer" for the slow learner, the incorrigible, the dropout, the uninterested, and the general ne'er-do-well. It is probably true that vocational education can do much for many of these. However the subject statement would intimate that these individuals (and others) would need to have certain qualifications if the efforts of vocational education are to be effective. Table 25 reflects the degree of acceptance of the respondents for this assertion.

TABLE 25

Degree of Acceptance of Statement 24 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	145	114	4	18	0
Agriculture teacher educators	56	28	22	1	5	0
State supervisors of industrial education	10	7	3	0	0	0
Trade and industrial teacher educators .	25	15	8	0	2	0
Vocational school administrators. . .	126	65	53	1	7	0
Employers of Kentucky area vocational school graduates. .	64	30	28	2	4	0

The total group's acceptance is quite decisive. However, the possibility of a more general approach in enrollment practices in the future may have merit. At present a plan of selection for student enrollment in programs of vocational education should be a principle to be followed.

25. *Vocational education will be effective in proportion to the degree that it enables each individual to utilize his interest, aptitudes, and intelligence to the highest possible degree.*

This statement implies that every individual is an entity and that individual treatment must be accorded to each. In order to provide this treatment, it is necessary that inventories of aptitudes and learnings be made, that knowledge of progress be known by both student and the teachers, and that each student be made to realize his worth. Table 26 shows the reaction of respondents to these implications. Acceptance of this principle implies guidance and counseling services, well-equipped shop laboratories, and a dedicated school staff. As stated in the principle, vocational education will be effective to the extent that students reach their potential. To gain this potential, facilities and services must be adequate. The wide acceptance of this statement by the panel indicates it as a principle to be followed.

26. *The fact that a youth of the smaller community goes elsewhere to pursue an occupation should not deprive him of help in selecting it intelligently, of training for it, or of aid in securing employment in it.*

TABLE 26

Degree of Acceptance of Statement 25 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	129	141	7	4	0
Agriculture teacher educators	56	26	28	2	0	0
State supervisors of industrial education	10	7	3	0	0	0
Trade and industrial teacher educators .	25	16	9	0	0	0
Vocational school administrators. . .	126	59	65	0	2	0
Employers of Kentucky area vocational school graduates. .	64	21	36	5	2	0

As shown in Chapter I, the mobility in Kentucky is high. The probability exists that this trend will continue at least for the next decade. The subject statement would imply that the migrating youth, because he comes from the smaller community, should not be discriminated against in his guidance, training, and job placement, but that he would make a greater contribution to society if his individual employment needs were satisfied. Table 27 shows almost total acceptance of the principle.

TABLE 27

Degree of Acceptance of Statement 26 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	156	122	2	1	0
Agriculture teacher educators	56	34	21	0	1	0
State supervisors of industrial education	10	7	3	0	0	0
Trade and industrial teacher educators .	25	17	8	0	0	0
Vocational school administrators. . .	126	70	55	1	0	0
Employers of Kentucky area vocational school graduates. .	64	28	35	1	0	0

A greater concern for caring for the occupational needs of all youth seems to have found a new importance in the thinking of many people. The agreement with the subject principle shows the stress which both vocational education leaders and employers are placing on this philosophy.

The statement should be considered a definite principle to follow for a sound program of vocational education.

27. *In every community there are youths and adults out of school who need vocational guidance as much as, or perhaps more than, those still in school.*

If this statement is true, one may ask where and by whom will these people receive this guidance. No vocational school in Kentucky provides this service, and probably few, if any, schools of general education enable out-of-school people to receive such counseling. However, the statement is being studied to determine if, in the thinking of the respondents, there are such needful individuals.

TABLE 28

Degree of Acceptance of Statement 27 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	168	110	3	0	0
Agriculture teacher educators	56	32	24	0	0	0
State supervisors of industrial education	10	7	2	1	0	0
Trade and industrial teacher educators .	25	18	7	0	0	0
Vocational school administrators. . .	126	78	46	2	0	0
Employers of Kentucky area vocational school graduates. .	64	33	31	0	0	0

Only three respondents had "no opinion" about the statement. The high degree of *strong* agreement is significant in itself. One would conclude that vocational guidance services for out-of-school youth and adults are, to some degree, seriously needed. The question poses itself—"Should this be a service of area vocational schools?" The extent of agreement of the respondents might imply that it should be.

28. *Class personnel should make tentative occupational choices on the bases of their interests, capacities, and the requirements of the occupations.*

This statement, in essence, says that the student should decide on his occupation on the basis of knowledge which he has regarding his abilities, of awareness of the content of his occupational choice, and of the coincidence of his interests with this knowledge. The question of where or how he is to obtain this information is not implied, but if the subject statement were accepted as a basic principle the question would arise. The soundness of the statement is indicated in Table 29.

TABLE 29
Degree of Acceptance of Statement 28 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	93	167	15	6	0
Agriculture teacher educators	56	24	29	2	1	0
State supervisors of industrial education	10	3	5	2	0	0
Trade and industrial teacher educators .	25	8	16	1	0	0
Vocational school administrators. . .	126	41	73	8	4	0
Employers of Kentucky area vocational school graduates. .	64	17	44	2	1	0

The high degree of agreement with the statement indicates acceptance by the respondents as a principle. As previously stated, the question arises as to how potential class personnel will have this needed information. The response, as indicated in statement 28, incates little doubt in either the school groups or the lay group that enrollees should "know" what they are doing. How this might be done is discussed in the next chapter.

29. *Specialists should be responsible for special areas of instruction.*

This statement implies that teachers should be comptetent in their areas to the extent that they would be recognized by others in their field as proficient to a high degree. It might also imply that persons who work in supervisory capacities should be recognized in a like manner. If this principle were accepted, it should serve as a guiding principle for staffing. Table 30 shows the extent of agreement by the various groups.

TABLE 30

Degree of Acceptance of Statement 29 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	100	164	9	7	1
Agriculture teacher educators	56	19	31	1	4	1
State supervisors of industrial education..	10	5	4	1	0	0
Trade and industrial teacher educators .	25	11	14	0	0	0
Vocational school administrators. . .	126	47	73	3	3	0
Employers of Kentucky area vocational school graduates. .	64	18	42	4	0	0

Some of the agriculture teacher educators may have had difficulty in interpreting the statement. Their five disagreements might so indicate. The employers, being aware of needs for specialists, showed more certainty than usual in their agreement. However, all groups seemed to recognize this need and significantly agreed with the statement. Its consideration as a principle should be included in the guidelines for staffing.

30. *Provisions should be made in the area school to take care of the basic educational needs of people so that they may profit from the vocational training requiring those basic skills.*

This statement reflects the thinking of some vocational educators during the past few years. It is a departure from the general idea of "pure and simple" trade teaching. What is "basic" to vocational training could vary from the simplest skills in reading, writing or arithmetic to calculus or physics. The question arises as to whether the vocational school should become more active in providing for these needed educational activities (usually considered as activities of general education) or refrain from providing them and require the enrollees to be competent in them before enrollment. One might then ask: If the enrollee doesn't possess the required skills but needs vocational training, how and where will he obtain the skills? Most of the area vocational schools in Kentucky teach mathematics, science, and drawing as they relate to the students' objective. However, these related subjects are generally not at primary level. Present Federal acts pertaining to vocational education would encourage the teaching of the more-basic skills. Table 31 shows the extent of agreement of the respondents to this question.

TABLE 31

Degree of Acceptance of Statement 30 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	112	144	10	13	2
Agriculture teacher educators	56	25	26	2	2	1
State supervisors of industrial education	10	3	5	2	0	0
Trade and industrial teacher educators .	25	10	12	0	3	0
Vocational school administrators. . .	126	58	60	2	6	0
Employers of Kentucky area vocational school graduates. .	64	16	41	4	2	1

There seems to be little doubt by the panel of experts that basic education should be included in the program of vocational education. The vocational school administrators group (those working at the local level) apparently can see this need more clearly than the other subgroups. Their acceptance of the principle by an agreement of 118 to a disagreement of 6 might appear to be even more meaningful than that of the state supervisors who had no disagreement.

Thus it may be said that the statement should be considered a valid principle in determining vocational school offerings.

31. *Vocational education will render efficient social service in proportion to how well it meets the specific training needs of any group at the time they need it and to the extent it is given in such a way that they can most effectively profit from the instruction.*

This statement implies that vocational education must not be rigid or stereotyped. The time of the year or the day would be of no consequence if the services were meeting a need. Programs would be arranged according to learner needs and not for administrative convenience. There are also implications that these programs may be carried on outside the confines of the vocational school complex. The respondents accepted the statement, as shown in Table 32.

TABLE 32

Degree of Acceptance of Statement 31 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Disagree
Total group	281	99	159	21	2	0
Agriculture teacher educators	56	20	31	5	0	0
State supervisors of industrial education	10	3	7	0	0	0
Trade and industrial teacher educators .	25	10	15	0	0	0
Vocational school administrators. . .	126	51	64	0	0	0
Employers of Kentucky area vocational school graduates. .	64	15	42	6	1	0

By showing only two disagreements the group indicates significantly high acceptance of the statement as a principle for organizing vocational classes. They are saying, in effect, that a class session in agriculture may be held in a barn, or a field, and that a class session of home economics may be held in a restaurant kitchen. Their answers state that the "ends justify the means."

32. *For every occupation there is a minimum of productive ability which a person must possess in order to secure (and retain) employment in that occupation. If vocational education is not carried to that point with the individual, it is not effective.*

This statement would imply that the vocational needs of people cannot be half met and be effective. It appears to fall in the category of the "pretty good egg"—which no one wants. The idea would have implications for length of course, as well as clear objectives and knowledge of content of occupations for which courses were being offered. It would also intimate that programs should be organized so as to permit their completion by those enrolled. Table 33 shows the extent of agreement by the panel for these implications.

Even though the agreements for the total group and for all subgroups are significant to a level of less than .01, and the statement therefore can be considered as definitely a valid principle, one may be concerned by the number of disagreements, particularly those of th vocational school administrators. As these persons have a more direc contact with enrollees, they may see certain concomitant learnings tha are valuable for the occupationally inadequate student. Future studie may reveal effectiveness of these learnings. However, for the present this research would tend to indicate that enrollment in courses tha produce occupationally incompetent people is not justified.

33. *A school designed to meet the occupational needs of people shoul be so organized and conducted that it is able to admit applicant at any time class vacancies exist.*

This statement is somewhat controversial, as indicated by the pane of experts. It may tend to imply that enrollees in vocational course progress at their own ability rates and that new enrollees may ente the group with profit to themselves and without damage to others. I would also indicate that individual instruction is being carried on t a high degree. There may be a number of additional implications a well as a number of reasons why the procedure would be inept. Table 34 shows the division of opinions among the respondents.

The response shows a wide range of thinking. Statistically, on a basis of agree-disagree, the acceptance of the state supervisors was not significant. The acceptance of the remaining subgroups was significant at the .01 level with the exception of the vocational school administrators which was significant at the .02 level. It may be of interest to note that the state supervisors would be further removed from the

TABLE 33

Degree of Acceptance of Statement 32 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	96	144	18	20	3
Agriculture teacher educators	56	18	24	7	5	2
State supervisors of industrial education	10	3	7	0	0	0
Trade and industrial teacher educators .	25	10	13	0	2	0
Vocational school administrators. . .	126	39	67	7	12	1
Employers of Kentucky area vocational school graduates. .	64	26	33	4	1	0

TABLE 34
Degree of Acceptance of Statement 33 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group.	281	60	113	23	71	14
Agriculture teacher educators	56	8	25	7	14	2
State supervisors of industrial education	10	3	1	1	3	2
Trade and industrial teacher educators .	25	5	13	2	4	1
Vocational school administrators. . .	126	28	44	6	39	9
Employers of Kentucky area vocational school graduates. .	64	16	30	7	11	0

action to which the subject statement refers than probably any other subgroup, yet they were the only subgroup that refused to accept the statement. The thinking reflected in the statement may not be applicable for some vocational education courses, while for others it may be the most expedient way of organizing the classes.

The statement stands as a guiding principle to be used in those courses where applicable. These courses would possibly be those where manipulative skills, as the learning to be secured, predominate.

34. *Stress should be given to individual and small-group instruction in teaching.*

Many persons in education advocate large groups in teaching-learning; others believe students learn better by individual or small-group learning. Vocational education classes have usually been smaller than general education classes, probably as a result of safety considerations, as well as the nature of the content of the course. Implications in the statement would be that the number of instructors would be greater, and more equipment would be required. This would mean larger budgets for instruction and capital outlay.

Some disadvantages that might accrue, other than taxing a teacher's time, would be the limitation of student interaction within the group thereby lessening those social learnings which many consider to be desirable. The degree of acceptance of the statement by the respondents is shown in Table 35.

The almost complete acceptance of this statement by the total

TABLE 35

Degree of Acceptance of Statement 34 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	120	140	9	3	0
Agriculture teacher educators	56	32	22	1	1	0
State supervisors of industrial education	10	4	5	0	1	0
Trade and industrial teacher educators .	25	9	15	1	0	0
Vocational school administrators. . .	126	55	68	3	0	0
Employers of Kentucky area vocational school graduates. .	64	20	39	4	1	0

group appears to be inconsistent with acceptance of statement 33 with which there was a much lower degree of acceptance. In statement 34, the group accepts wholeheartedly the idea of individual and small-group instruction.

Statement 34 should be considered definitely a principle to follow in classroom procedure.

35. *Courses in the area should be justified on the basis of satisfying needs in this order:* (A) *area needs,* (B) *state needs, and* (C) *out-of-state needs.*

This statement implies that vocational education should be concerned with training needs regardless of where the trainee will apply his skills. One of the bases on which Federal subsidy is given is that it alleviates labor shortages by causing skilled people to migrate to areas in which these shortages exist. The statement under study would imply that local needs should first be cared for, then needs in the particular state, and, lastly, needs elsewhere. Table 36 reflects the thinking of the panel of experts on the statement.

The degree of acceptance of the state supervisors was not sufficient to be significant. However, the acceptance of each of the other subgroups was significant, as well as that of the total group. This fact may result from a more "over-all" concept of the needs for skilled people which persons on the state level may have.

The acceptance by the respondents would cause the statement to become a principle to be used by vocational school administrators in

TABLE 36

Degree of Acceptance of Statement 35 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	107	149	11	11	3
Agriculture teacher educators	56	22	26	5	3	0
State supervisors of industrial education	10	4	3	0	2	1
Trade and industrial teacher educators .	25	7	14	2	1	1
Vocational school administrators. . .	126	53	67	3	3	0
Employers of Kentucky area vocational school graduates. .	64	21	39	1	2	1

considering courses which should be started and courses which should be closed to meet needs on an area, state, or local level.

36. *Because of the increase in population, vocational education must make provision for increased services.*

The statement implies that services must expand, if for no other reason, to care for more people. Some persons have been critical of increased funds to be used for vocational education. It would seem that, because of increases in population, these services must increase. The respondents agreed to the subject statement as shown in Table 37.

Acceptance to a high degree by all subgroups would indicate there should be continuous expansion of vocational education services in order to provide for the increasing population. The number of those having no opinion seems disaproportionately high when the "disagrees" are so few. On only one other statement under study was there a higher ratio. The employers with no opinion (and who disagreed) may have seen a need for apprenticeship to care for increasing occupational training needs of the increasing population.

37. *Vocational classes for in-school youth should provide for promotion on the basis of performance.*

Nearly all classes for in-school youth are set up on a semester basis and, it is feared, too many times promotion is dependent upon time spent rather than objectives attained. The statement under study would imply an "ungraded" type of promotion—the student advances as he becomes proficient in performance. It also implies more individ-

TABLE 37

Degree of Acceptance of Statement 36 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	129	130	18	4	0
Agriculture teacher educators	56	24	26	6	0	0
State supervisors of industrial education	10	7	3	0	0	0
Trade and industrial teacher educators .	25	12	12	1	0	0
Vocational school administrators. . .	126	68	52	4	2	0
Employers of Kentucky area vocational school graduates. .	64	18	37	7	2	0

ual instruction, as the enrollees advance at their own rates. It may also intimate that there will be greater interest from the brighter students who will not be detained by the slower and less frustration of the slower learners who attempt to keep pace with the brighter. Table 38 shows how the respondents accepted the statement.

The panel's extent of acceptance is high, with only five disagreements. If the principle is practiced in vocational education classes, it should not only bring about changes in teaching procedures and stu-

TABLE 38

Degree of Acceptance of Statement 37 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	94	164	18	5	0
Agriculture teacher educators	56	21	29	5	1	0
State supervisors of industrial education	10	4	6	0	0	0
Trade and industrial teacher educators .	25	11	11	3	0	0
Vocational school administrators. . .	126	39	76	8	3	0
Employers of Kentucky area vocational school graduates. .	64	19	42	2	1	0

dent benefits previously listed, but it may cause problems of scheduling for the local high-school principal when he has students who complete their vocational courses before the semester ends.

38. *All youth should develop salable skills, understandings, and attitudes that make the worker an intelligent and productive participant in economic life.*

This statement implies that all should "work." It may be work of a white-collar nature or of a blue-collar nature, but all should contribute through work. If all youth are to behave intelligently, and be productive, this would probably mean that, for most, many of these learnings should be secured during their high-school years. Provision would need to be made to meet these requirements—vocational education for those who most generally will go to work upon graduation and college preparatory curriculums for those who will enroll in institutions of higher learning. The respondents viewed the statement in the manner indicated in Table 39.

Agreement with the statement is high. The disagreements would be difficult to explain, unless the use of the word "all" has a subtle way of bringing about disagreements by some people. Application of the principle would bring a "new look" to most high-school curriculums.

39. *The comprehensive area vocational school should function as a cooperating institution with high schools in the area and should not be a competitive institution.*

TABLE 39

Degree of Acceptance of Statement 38 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	142	129	3	5	2
Agriculture teacher educators	56	33	21	1	0	1
State supervisors of industrial education	10	4	5	0	1	0
Trade and industrial teacher educators .	25	18	7	0	0	0
Vocational school administrators. . .	126	67	56	1	1	1
Employers of Kentucky area vocational school graduates. .	64	20	40	1	3	0

The comprehensive area vocational school would be a complement to, not a substitute for, the existing high school. It would give no high-school diploma but high-school credit would be given by the high schools for courses in which students enrolled. Table 40 shows the high degree of acceptance of the subject statement.

TABLE 40

Degree of Acceptance of Statement 39 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	206	65	7	3	0
Agriculture teacher educators	56	42	11	3	0	0
State supervisors of industrial education	10	6	4	0	0	0
Trade and industrial teacher educators .	25	20	5	0	0	0
Vocational school administrators. . .	126	93	28	4	1	0
Employers of Kentucky area vocational school graduates. .	64	45	17	0	2	0

More of the respondents strongly agreed with statement 39 than with any other statement in the study. Thus, the panel does not see an area vocational school as a substitute for the present high school but a cooperative institution doing what the individual high school cannot adequately do.

40. *An institution which attempts to care for the occupational needs of out-of-school youth and adults should be organized so that it can admit persons with a wide range of academic training.*

This statement would imply a wide selection of courses, and programs of varying lengths. It may also imply that basic education be provided for those who need these skills so that they may profit from their occupational training. The institution would need to be versatile in its occupational training. It would need to be diversified as to occupational areas; i.e., industrial, agricultural, home economics, business, and sales. Table 41 shows the degree of acceptance of this proposal.

The panel indicates acceptance of statement 40. It is saying that a comprehensive area vocational school should be broad in its views

TABLE 41
Degree of Acceptance of Statement 40 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	114	152	5	10	0
Agriculture teacher educators	56	24	31	0	1	0
State supervisors of industrial education	10	5	5	0	0	0
Trade and industrial teacher educators .	25	15	9	1	0	0
Vocational school administrators. . .	126	57	67	0	2	0
Employers of Kentucky area vocational school graduates. .	64	13	40	4	7	0

of program and student selection. It may be noted that four of the five who had "no opinion" and seven of the 10 who disagreed were employers. However, it is significant that in the vocational school administrators group, persons who are directly associated with caring for occupational needs of people, only two disagreements were recorded.

41. *Adults enroll in vocational courses because they know what they want and they expect to learn that which they want.*

It is generally thought that adults are more decisive about their desires, probably because of more extensive experiences they have had. High school youths, lacking in experiences, are less decisive and often change their objectives during enrollment. The statement implies that adults enroll in classes for a definite purpose—to get information or skill which they seek. Table 42 shows the degree of acceptance of the statement.

The panel accepted the statement with less assurance than it had some of the previous statements under study. Percentages of disagreement of those having an opinion of each of the subgroups were: agriculture teacher educators—18 percent; state supervisors—11 percent; industrial teacher educators—18 percent; vocational school administrators—10 percent; and employers—36 percent. The employers showed the greatest doubt that adults knew what they wanted when they enrolled for occupational training. Explanations for this trend of thought are difficult to propose. Conservative thinking by this subgroup may have arisen from experiences which some may have had in

TABLE 42
Degree of Acceptance of Statement 41 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	63	151	27	34	6
Agriculture teacher educators	56	22	18	7	8	1
State supervisors of industrial education..	10	2	6	1	1	0
Trade and industrial teacher educators .	25	6	12	3	4	0
Vocational school administrators. . .	126	25	82	8	10	1
Employers of Kentucky area vocational school graduates. .	64	8	33	8	11	4

the hiring of unskilled persons who were initially interested in learning on-the-job but who, for some reason, failed to continue in their employment. However, the extent of agreement is significant to less than the .01 level for the total group and for each subgroup; thus the statement under study may be considered a general principle.

42. *Adults are more likely to enroll in short-unit courses than in long-term courses.*

Throughout the years many vocational courses designed for adults have been organized to require two years from the starting dates for completion. Some maintain that this length of course discourages many adults from enrollment. They say that adults usually have many responsibilities which youth do not have and these pressing needs prevent them from setting aside such large blocks of time. This group would also argue that, in most cases, the large over-all occupational objective can be divided into smaller objectives which will be acceptable to most adult enrollees--the sum of these smaller objectives being the large objective. The thinking of the panel concerning this rationale is shown in Table 43.

According to the respondents' answers, they agree with the statement under study, even though a time span is not given for "short-term" or "long-term." Apparently most, if not all, of the vocational school administrators have had experience with long-term courses as well as the short-term courses. It would seem that their responses would be particularly valuable in determining the plausibility of the

TABLE 43

Degree of Acceptance of Statement 42 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	89	163	21	6	2
Agriculture teacher educators	56	22	31	3	0	0
State supervisors of industrial education	10	3	7	0	0	0
Trade and industrial teacher educators..	25	13	10	1	1	0
Vocational school administrators. . .	126	46	67	7	5	1
Employers of Kentucky area vocational school graduates. .	64	5	48	10	0	1

statement. The principle should contribute much to the thinking of those who have responsibility for organizing classes of a preparatory nature and evening-extension classes.

43. *The great mass of adult workers attending upgrading classes look to the vocational school for the technical, rather than the manipulative, side of their occupation.*

This statement presumes that workers have greater difficulty in keeping pace with informational and concept improvement than with hand-skill improvement. Supposedly, manipulative skills do not change as rapidly, nor as radically, and when such changes do occur they can generally be learned on the job. The degree of acceptance of this thinking is shown by the panel's response in Table 44.

Only on one other statement in the study was there more disagreement than on this one. Also, only one other statement drew as many "no opinions" from the respondents. This may indicate a need for further investigation by those responsible for organizing upgrading-type classes. Probably the statement is a general truth but not one which would apply to every class. For example, welding with inert gases may not be applicable. However, on the basis of agree-disagree, the acceptance is significant for the total group and for each subgroup to a level of less than .01 with the exception of the agriculture teacher educators whose acceptance was significant at the .035 level.

The subject statement may be accepted as a guiding principle with slight reservation.

TABLE 44

Degree of Acceptance of Statement 43 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	49	153	35	44	0
Agriculture teacher educators	56	6	22	13	15	0
State supervisors of industrial education	10	1	7	1	1	0
Trade and industrial teacher educators .	25	5	13	1	6	0
Vocational school administrators. . .	126	31	71	7	17	0
Employers of Kentucky area vocational school graduates. .	64	6	40	13	5	0

44. *It is increasingly difficult for the worker to keep up with what he must know and do in his work.*

Much has been said regarding changing technologies and the difficulty of obtaining persons qualified in manning modern machines and performing tasks which require particular knowledge. If the subject statement is true, it would imply that the organization of classes designed for upgrading workers should be accelerated. It may also imply the need for a constant survey and revision of course content for classes that are generally operated on a continuous basis. In addition, it has implications for increased advisory committee activity. Table 45 shows how the respondents viewed the statement.

As shown in the table the panel accepted the statement with little reservation. However, 28 percent of the employers either disagreed or had no opinion. Also in this same subgroup, there was a smaller percent of "strong agreement" than in the other subgroups.

The statement may be accepted as a guiding principle with the implications previously mentioned.

45. *Because of technological developments, the need for workers to be retrained will increase.*

This statement correlates with the three preceding statements under study. It implies an ever-increasing effort by vocational education personnel to meet these needs. It may also imply that there is no indication technological development will cease or slow down. Table 46 shows the degree of acceptance by the panel.

TABLE 45

Degree of Acceptance of Statement 44 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	82	168	12	19	0
Agriculture teacher educators	56	19	32	2	3	0
State supervisors of industrial education	10	4	5	1	0	0
Trade and industrial teacher educators .	25	11	14	0	0	0
Vocational school administrators. . .	126	42	77	2	5	0
Employers of Kentucky area vocational school graduates. .	64	6	40	7	11	0

According to 99 percent of the respondents the statement may be considered a basic truth. This truth should aid in making decisions on expansion of vocational education facilities because the tendency toward increased need for training will be greater.

46. *The occupational needs of workers are spread over many occupational areas. For example, the farmer has needs related to mechanics and marketing; the saleslady has needs related to home economics; etc.*

TABLE 46

Degree of Acceptance of Statement 45 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	146	125	7	3	0
Agriculture teacher educators	56	31	23	2	0	0
State supervisors of industrial education	10	6	4	0	0	0
Trade and industrial teacher educators .	25	19	6	0	0	0
Vocational school administrators. . .	126	72	53	0	1	0
Employers of Kentucky area vocational school graduates. .	64	18	39	5	2	0

The feeling exists among some people that activities in the various areas of vocational education have been too narrow. This narrowness may have been more justified during the early years of vocational education when occupations were less complicated. The statement intimates that occupational needs are more of a conglomerate nature and cannot be "pigeon-holed" as they have been in the past. If this is a correct assumption, vocational education may need to give greater attention to the composite needs of workers. The panel's reaction to the statement is shown in Table 47.

TABLE 47

Degree of Acceptance of Statement 46 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	93	168	14	6	0
Agriculture teacher educators	56	30	23	1	2	0
State supervisors of industrial education	10	3	3	3	1	0
Trade and industrial teacher educators .	25	14	9	1	1	0
Vocational school administrators. . .	126	38	83	5	0	0
Employers of Kentucky area vocational school graduates. .	64	8	50	4	2	0

It would seem that responses by the employer group would be particularly significant, as they are closer to the labor market than are the other subgroups. Only two of the employers disagreed with the statement. The statement should be considered as a guiding principle in meeting the training needs of workers.

47. *In planning vocational education programs, we should be as concerned, perhaps more, about the needs of the individual as we are about the needs of his potential employer.*

The statement implies that the needs of these two are inseparable when considering vocational education. Two views have been taken in the past: (1) "Vocational education trains for industry," and (2) "Vocational education meets the needs of people." If the first is accepted, less emphasis may be placed on the needs of the individual than indicated in the second, which would include caring for social and personal needs. Table 48 shows how the respondents reacted to the statement.

Even though the acceptance of the total group is significant at less than the .01 level, it appears that the statement brings forth a degree of doubt among the employers. Probably more disagreement among this subgroup could have been expected as some may think of employer first and individual second.

TABLE 48

Degree of Acceptance of Statement 47 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	87	144	15	33	2
Agriculture teacher educators	56	27	23	2	4	0
State supervisors of industrial education	10	4	6	0	0	0
Trade and industrial teacher educators .	25	10	12	1	2	0
Vocational school administrators. . .	126	39	71	5	10	1
Employers of Kentucky area vocational school graduates. .	64	7	32	7	17	1

48. *Vocational education should continue to provide related instruction to apprentices.*

This activity has been engaged in by trade and industrial education since the passage of the Smith-Hughes Act in 1917. Of the ways which this part of apprentice training may be given, most people consider that which is provided by vocational education to be the most satisfactory. In less populous areas it has been difficult for vocational education to provide this instruction. The panel seems to give wide acceptance to providing related instruction to apprentices to the extent that probably provisions should be made in all geographical areas. This acceptance is shown in Table 49.

Again, it seems significant that the employers are in high agreement with the subject statement, as these persons are the users of workers who are recipients of the instruction. Their agreement implies satisfaction with the service. Acceptance of the statement by the total group would indicate that extensive effort should be made in caring for the related instruction needs of all apprentices in all areas.

TABLE 49
Degree of Acceptance of Statement 48 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	99	159	18	5	0
Agriculture teacher educators	56	17	32	7	0	0
State supervisors of industrial education	10	6	4	0	0	0
Trade and industrial teacher educators .	25	12	13	0	0	0
Vocational school administrators. . .	126	55	63	5	3	0
Employers of Kentucky area vocational school graduates. .	64	9	47	6	2	0

49. *If a vocational education program is meeting the occupational needs of people within its geographical area, its evening-class enrollment should exceed its in-school enrollment.*

This statement implies an extensive need for up-grading, retraining, preparatory, or part-time training in all areas of vocational education. The writer is of the opinion that if home economics alone were meeting the needs of its people, the evening enrollment would exceed in-school enrollment. Table 50 shows how the respondents accepted the statement.

The respondents indicated more "no opinions" on this statement than on any other of the 59 statements under study. The high amount of "no opinions" as listed by the employers might be expected as the statement was technical and their information and thought on the subject would be limited. Their acceptance was significant only to the .05 level. There is a strong possibility that many of the agriculture-teacher educators and, to some extent, the vocational-school administrators, were considering only their own fields when answering the survey instrument.

It would seem that evening classes for persons engaged in distributive and business occupations would prove to be particularly valuable. In consideration of the few who are now served in these occupations, it would appear to be highly desirable for vocational education administrators to implement such courses.

Of those having opinions, the acceptance of the agriculture-teacher

TABLE 50
Degree of Acceptance of Statement 49 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	61	113	67	38	2
Agriculture teacher educators	56	11	21	10	14	0
State supervisors of industrial education	10	5	4	1	0	0
Trade and industrial teacher educators .	25	5	12	6	1	1
Vocational school administrators... .	126	37	59	16	14	0
Employers of Kentucky area vocational school graduates. .	64	3	17	34	9	1

educators was significant at less than the .02 level. The other subgroups (except the employers) as well as the total group accepted the statement to a significance of less than the .01 level. The use of this principle in vocational education would indicate a strong evening program to meet occupational needs of out-of-school youth and adults.

50. *Vocational education is needed to provide a supplement to apprenticeship.*

There is a possibility that the statement may not have been fully understood by all respondents even though acceptance by the panel compares well with that of statement 48. The subject statement was meant to imply that vocational education would be needed as preapprenticeship training rather than related instruction for apprentices. Many employers have considered vocational education as a desirable prerequisite for apprenticeship; others give credit toward apprenticeship for the training received in the vocational school. Table 51 shows how the respondents accepted the premise.

Possibly the 31 "no opinions" reflect some misunderstanding of the statement as this response seems to be general in all subgroups except the state supervisors. The high degree of acceptance of the total group would indicate that the principle is of significance. It should be of particular concern to vocational educators who desire to place graduates in apprenticeable trades.

51. *The public will take advantage of vocational education services in proportion to the knowledge it has about those services.*

TABLE 51

Degree of Acceptance of Statement 50 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	68	167	31	11	4
Agriculture teacher educators	56	9	35	8	4	0
State supervisors of industrial education	10	5	4	0	0	1
Trade and industrial teacher educators .	25	6	12	6	1	0
Vocational school administrators. . .	126	40	71	9	4	2
Employers of Kentucky area vocational school graduates. .	64	8	45	8	2	1

It would seem that the truth inherent in the statement would be self-evident. However, the information the general public seems to lack about this area of education would indicate that either those who are engaged in vocational education are not aware of the need for publicity or the efforts being made to familiarize the public are ineffective. The panel indicated their acceptance of this statement, as shown in Table 52.

Agreement with the subject is highly significant. Probably of great-

TABLE 52

Degree of Acceptance of Statement 51 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	108	155	14	4	0
Agriculture teacher educators	56	18	36	2	0	0
State supervisors of industrial education	10	5	5	0	0	0
Trade and industrial teacher educators .	25	11	12	1	1	0
Vocational school administrators . .	126	58	61	4	3	0
Employers of Kentucky area vocational school graduates .	64	16	41	7	0	0

est importance is the acceptance given by the employers. This subgroup showed no negative reaction. As this is the only lay group in the survey it would seem that their answer is of particuler consequence. Persons responsible for supplying information about vocational education should be well aware of the significance of the statement.

52. *Understanding on the part of the people is vital to the continued financial support of vocational education on the local, state, and national levels.*

Vocational education enrollments are not composed of captive audiences. Students enroll because they attempt to meet their occupational needs. To the degree that people understand the meaning and purposes of the programs, they may expect to support them. The respondents accepted this reasoning, as reflected in Table 53.

TABLE 53

Degree of Acceptance of Statement 52 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	146	127	7	1	0
Agriculture teacher educators	56	37	17	2	0	0
State supervisors of industrial education	10	6	4	0	0	0
Trade and industrial teacher educators .	25	15	10	0	0	0
Vocational school administrators. . .	126	75	50	0	1	0
Employers of Kentucky area vocational school graduates. .	64	13	46	5	0	0

Statement 52 (as well as statement 51) emphasizes the need for widespread understanding of vocational education. Only one respondent disagreed with the statement. If this area of education is providing a needed service and its existence depends on understanding, it would behoove those responsible to consider statement 52 as a principle which should be followed.

53. *Community understanding is vital to teacher morale and to permanence and creativity in the profession.*

This statement implies that social pressures are involved with program understanding—that people like to be associated with those activities which are acceptable to others. Without job satisfaction teaching would be a difficult vocation for one to follow. The statement intimates that this job satisfaction is dependent upon a knowledgeable community. Table 54 shows how the panel reacted to the statement.

TABLE 54

Degree of Acceptance of Statement 53 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	117	147	16	1	0
Agriculture teacher educators	56	28	26	2	0	0
State supervisors of industrial education	10	5	5	0	0	0
Trade and industrial teacher educators .	25	14	9	2	0	0
Vocational school administrators. . .	126	51	68	6	1	0
Employers of Kentucky area vocational school graduates. .	64	19	39	6	0	0

Almost total agreement indicates that community understanding is necessary for teacher morale. This may not appear as a great discovery in itself, but it adds emphasis to the fact that understanding of vocational education is of prime importance and that such comprehension touches many aspects of the activity. If the people charged with teacher supervision want good programs of instruction, it seems they would be particularly concerned about good teacher morale and they would need to be aware of this principle that reflects community understanding as a prerequisite for morale.

54. *Interpreting the vocational school function to citizens of the area is one of the primary responsibilities of the head administrator of the school.*

This statement does not preclude functions which others may have in promoting this understanding. However, it does intimate that the head administrator has a prime responsibility in this activity, and regardless of how the activity is carried out, the duty is his. Table 55 shows how the respondents accepted this principle.

The respondents indicate a high degree of acceptance of the statement. Particularly significant are responses of the state supervisors and

TABLE 55
Degree of Acceptance of Statement 54 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	125	129	13	11	3
Agriculture teacher educators	56	24	28	1	1	2
State supervisors of industrial education	10	6	4	0	0	0
Trade and industrial teacher educators .	25	14	9	0	2	0
Vocational school administrators.	126	63	59	0	3	1
Employers of Kentucky area vocational school graduates. .	64	18	29	12	5	0

vocational school administrators. Both of these subgroups indicate strong agreement. The state supervisors, it appears, would delegate this responsibility to the local administrators (those who would come under state supervision) and the administrators agree that the responsibility is theirs. As shown in the table, the other subgroups concur with the opinions of the state supervisors and the local administrators. It is possible that some of those who disagreed did so because of their interpretation of the statement as meaning exclusive responsibility.

55. *Vocational education activities may be carried on adequately in locations outside the vocational school center.*

To many lay persons, and some associated with vocational education, the thought of profitable programs in locations other than the vocational school itself seems impossible. Because of the belief, many schools limit their activities to those that may be conducted within the vocational school building. The statement does not limit the occupational area nor the level of training which may be engaged in. Many have believed that use of community facilities has been a means of extending vocational services to areas which school facilities could not provide. Table 56 shows the reaction of the respondents to the principle.

Agreement with the statement by the total group and all subgroups is significant at less than the .01 level, thereby establishing the statement as a principle which should be considered by those having a responsibility in organizing classes. Because the employers are farther disagreement may also have resulted from this fact. The six disagreements (one strong disagreement) indicated by the agriculture-teacher removed from the philosophy inherent in the statement, it is possible that some misunderstanding on their part may have evolved. This possibility is reflected in 17 "no opinions." Their higher percentage of educators seem significant in consideration of the fact that much teaching of vocational agriculture takes place on the farm (outside the school).

TABLE 56

Degree of Acceptance of Statement 55 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	64	157	29	29	2
Agriculture teacher educators	56	16	30	4	5	1
State supervisors of industrial education	10	2	7	1	0	0
Trade and industrial teacher educators. .	25	10	11	1	3	0
Vocational school administrators. . .	126	33	77	6	10	0
Employers of Kentucky area vocational school graduates. .	64	3	32	17	11	1

56. *Generally, people who would not travel 25 to 30 miles to attend an evening class would attend the same class if it were held in their immediate community.*

This statement is included in the study in an effort to determine the likelihood of success of classes that might be held in remote areas.

Presently, evening classes in trade and industrial education and classes in distributive education are being held in localities away from the vocational school. In these two educational areas, success seems to be apparent. This success appears to depend entirely on whether the course meets a recognized need of the people in the particular locality. This fact would imply that coordinators should work closely with groups in the outlying sections to ascertain these needs. If vocational education is to be available to all, provision will need to be made for these extended services in all areas. There are some who believe that persons desiring training will avail themselves of it regardless of where the classes are held. Table 57 shows the range of opinion to be rather widely distributed among the respondents.

Apparently employers have greater doubt about workers' initiative to obtain training than the the other subgroups listed in the table. The vocational school administrators also have some doubt as to the amount of effort people will expend in upgrading themselves or learning new occupational skills. However, even with the disagreements shown in the table, the total group and all subgroups accepted significantly to a level of less than .01. The acceptance of the principle should cause vocational school coordinators to look beyond the confines of their own buildings to provide courses for persons living within 30 miles of the vocational school.

TABLE 57

Degree of Acceptance of Statement 56 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	59	153	28	39	2
Agriculture teacher educators	56	15	35	4	2	0
State supervisors of industrial education	10	1	8	0	1	0
Trade and industrial teacher educators .	25	5	14	3	3	0
Vocational school administrators. . .	126	29	68	12	17	0
Employers of Kentucky area vocational school graduates. .	64	9	28	9	16	2

57. *Probably all communities have individuals who are interested in the promotion of vocational education activities of a given kind in that particular community.*

This statement implies that interest in the promotion of vocational education may be widespread. Acceptance of this statement would have many implications for advisory committees (both craft and administrative), publicity, public relations, student recruitment, and occupational surveys. The statement also contains implications that people are more interested in their own community than they are in areas outside their environs. Table 58 shows the degree of acceptance of this statement by the panel.

TABLE 58
Degree of Acceptance of Statement 57 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	61	202	16	2	0
Agriculture teacher educators	56	13	41	2	0	0
State supervisors of industrial education	10	2	8	0	0	0
Trade and industrial teacher educators .	25	9	15	1	0	0
Vocational school administrators. . .	126	32	89	5	0	0
Employers of Kentucky area vocational school graduates. .	64	5	49	8	2	0

Almost complete agreement (16 "no opinions") with the statement makes the principle highly significant for vocational school administrators who are responsible for area programs. The administrators themselves voice no disagreement with the statement, only five having no opinion. With the knowledge that there is interest in vocational education in all communities, administrators should envision vocational education horizons as extending far beyond their immediate buildings.

58. *Vocational education should use the services of other agencies in attaining its objectives.*

Not until the past few years did vocational education in Kentucky make much use of other agencies in attaining its objectives. Some personnel in the vocational schools and departments have availed themselves of aptitude tests which are provided by the Department of Economic Security, but other than this service, most cooperation has been "legislated" through the Area Redevelopment Act and the Manpower Development and Training Act. The statement implies that the ends justify the means. The statement and apparent implications are accepted by the respondents, as shown in Table 59.

The few "no opinions" and "disagrees" indicates almost complete acceptance of the statement as a principle to be followed by persons in vocational education in attaining the objectives of this area of education. It may be of interest to note that the employers, who usually have been the most conservative in accepting the statements under study, show no disagreement and only five had no opinion.

59. *Vocational education should not encroach upon the activities of other agencies unless such agencies are not meeting the occupational needs which vocational education may effectively meet.*

This statement is the only negative statement in the sixty statements being studied. It asserts that there should be no encroachment upon the prerogatives of others unless these other agencies are not attaining their objectives. The thinking of some vocational educators might be that they would have competition from outside groups in the training field if they (educators) invaded the services areas of these outside groups. The question could be raised as to how sacred the rights of others are if the service needs to be rendered and is not being cared for. Table 60 shows how the respondents accepted the statement. In light of the number who had no opinion and the number who showed disagreement, the statement appears to have caused some consternation in the minds of the respondents. Those who disagreed with the statement are saying that vocational education should invade the prerogatives of other agencies, whether or not their objectives were being met; those who agree would not invade unless the other groups were not meeting the objectives which vocational education could meet.

TABLE 59

Degree of Acceptance of Statement 58 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	130	142	6	3	0
Agriculture teacher educators	56	40	15	0	1	0
State supervisors of industrial education	10	4	6	0	0	0
Trade and industrial teacher educators .	25	16	9	0	0	0
Vocational school administrators. . .	126	61	62	1	2	0
Employers of Kentucky area vocational school graduates. .	64	9	50	5	0	0

Agreement by the state supervisors was less than for other subgroups but was still significant to the .04 level, and therefore the statement can be accepted as a principle as far as this group is concerned.

The thinking of this group may be influenced by the desire to get the job done regardless of others' prerogatives. All other subgroups, as well as the total group, agreed with the statement at a significance of less than the .01 level. Even though the agreement of the state supervisors was statistically less acceptable, the acceptance of all other subgroups and of the total group was such that the statement may be accepted as a general principle.

TABLE 60

Degree of Acceptance of Statement 59 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	47	168	24	35	7
Agriculture teacher educators	56	11	35	5	4	1
State supervisors of industrial education	10	3	4	2	1	0
Trade and industrial teacher educators .	25	5	13	3	3	1
Vocational school administrators. . .	126	23	77	8	14	4
Employers of Kentucky area vocational school graduates. .	64	5	39	6	13	1

60. *Vocational school personnel should work closely with labor and management, social services, philanthropic, governmental and other appropriate agencies.*

This statement correlates closely with statement 58. It varies in that vocational education may be expected to aid other agencies in attaining their objectives, whereas statement 58 implies that vocational education should use other groups to attain its goals. The cooperation of agencies seems to be more pronounced in recent years as attempts are made to alleviate substandard economic and social problems through increased employment. Table 61 shows how the panel accepted this statement.

There was complete agreement (except two "no opinions") among all respondents who were associated with vocational education. This apparent desire by vocational educators for the solution of mutual problems and for cooperation with agencies and groups to attain their objectives would appear to aid vocational education in attaining its goals, both directly and indirectly—directly through screening, selection, and placement of its graduates, and indirectly through publicity and public relations.

TABLE 61

Degree of Acceptance of Statement 60 by Total Group and Subgroups

Group	Number Responding	Response				
		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Total group	281	140	131	7	3	0
Agriculture teacher educators	56	22	34	0	0	0
State supervisors of industrial education	10	4	6	0	0	0
Trade and industrial teacher educators .	25	17	8	0	0	0
Vocational school administrators. . .	126	71	53	2	0	0
Employers of Kentucky area vocational school graduates. .	64	26	30	5	3	0

CHAPTER III

A STRUCTURE FOR MEETING OCCUPATIONAL NEEDS BASED ON ACCEPTED PRINCIPLES

The purpose of this chapter is to propose a design for a local organization of vocational education which will adequately meet the occupational needs of youth and adults. A previous chapter points up considerations that must be given to this organization if it is to care for changing socio-economic conditions, varied occupational interests, and highly mobile populations. Apparently certain definite principles may be used in developing an effective structure. They are listed and briefly discussed in Chapter II. If these factors—changing conditions, occupational interests, scattered populations and definitely recognized principles—can be made to coincide in such a manner that the structure could be reasonably managed, then vocational education will have progressed with the times and society will have profited.

Public institutions are creations of the people to serve the people. They are efficient to the degree that services are provided in the most adequate and successful manner with the least expense. Boards of education have used this thinking in providing secondary schools that make available a greater number of services for more boys and girls. Generally they have been able to provide these enriched programs of education by eliminating smaller school units and incorporating them into larger, comprehensive schools.

Using this same philosophy, it seems reasonable to assume that the vocational education needs of people may be more efficiently served in a similar manner. By bringing more people together, program enrichment may be more efficiently attained. This enrichment should not be limited to caring for narrow occupational needs but should spread over the various vocational services. Parts of Chapter I have pointed out that the occupational needs of people are not limited to one-service areas. An institution designed to meet these needs must be comprehensive in nature, and, in most sections of Kentucky, it must provide services over a multi-county area in order to have sufficient school enrollment. It might be termed a *comprehensive area vocational school.*

This study does not propose to say how funds shall be provided or allocated, nor the action which might need to be taken to alter existing school legislation so that a different type of institution might be made possible. These things may be considered as problems for future research. However, as this proposal is viewed by the writer, few if any changes in legislation would need to be made. Additional funds might be helpful.

It should be emphasized that the guidelines which are projected are not all-inclusive, but should be considered as basic. Many duties, responsibilities, and activities necessary to successful vocational school operation will need to be executed. Omission of reference to these necessary activities in this writing should not be considered by the reader as indicating that they are practices at which the researcher looks askance nor which he advocates discontinuing.

In an effort to place reasonable boundaries in projecting an efficient institution, the following aspects will be discussed: (1) administration, (2) supervision, (3) advisory services, (4) guidance and counseling, (5) course offerings, (6) in-school youth, (7) out-of-school youth and adults, (8) part-time and evening training, (9) public relations, (10) cooperating agencies, and (11) organization.

The accepted principles upon which the rationale for each of these aspects is based is listed in italics following the topic headings.

Administration

1. *The administrative head of an area-type school should be responsible to a higher administrative group.*
2. *The administrative head may delegate authority to his assistants commensurate with the responsibility he gives them.*
3. *The administration of the school should be kept close to the people.*
4. *The administration of vocational education will be efficient in proportion as it is elastic and fluid rather than rigid and standardized.*
5. *Only a person who has had considerable experience in at least one of the vocational fields should be appointed head of a comprehensive area vocational school.*
6. *At least one member of the State Department of Education representing vocational education should be included in any area group which may have administrative functions in an area vocational school program.*
7. *The genuine concern of people for vocational education will be in proportion to their understanding of its objectives and services.*
8. *The head administrator of a vocational school should be totally responsible for all activities in the institution.*
9. *Vocational education programs should be provided wherever there is a need to train youth and adults for jobs that exist.*
10. *Head administrators of comprehensive area vocational schools should have had special training in administration.*

The administrative head of an area-type school should be responsible to the people. It seems only natural that individuals have greater concern for those activities in which they have a part. One of the principles which was previously concurred with was, "People eventually make greater use of their schools where there is an orderly arrangement for citizen participation in planning."

The administrative head of an area-type school should be responsible to a higher administrative group. It is likely that the problems of finance and adequate facilities would be fewer if this administrative group were the State Board of Education. However, this board (through its representatives) should not administer without advice and consultation with a group selected from the area. Representatives from the State and area levels should work cooperatively for a strong program. Members of this total group would meet quarterly, or more often if conditions dictate, to discuss policy and make broad, over-all decisions (subject to State board approval) concerning the welfare of the school. They would act much in the capacity of a board of directors of a business enterprise, for indeed a comprehensive area vocational school would be a business enterprise.

The group should do much to aid in bringing about understanding of the objectives and services of vocational education. Genuine concern for this phase of education will be in proportion to these understandings. People cannot be expected to have a concern for something about which they do not know. It is felt that present understandings about vocational education leave much to be desired.

The operation of an area vocational school is a business. It does not produce a concrete commodity but its objective is no less certain. Persons who have responsibilities for administering this business, if they are to be successful, must follow good administrative practices. The time seems to have passed when administrators must perform petty office operations or sweep classrooms. Their working day, however long, must be used in administrative functions. The administrator should delegate responsibilities to his subordinates and, at the same time, give them the authority to carry out these responsibilities.

The administrator should guard against being victimized by standardization and rigidity. He must be continuously aware of changing occupational needs and permit his actions to be elastic and fluid in meeting these needs. The practices should be kept pliable by the use of the administrative advisory group. The State Board of Education should make advisory committee meetings required activities of the head administrator.

The head administrator should have total responsibility for all activities in his program of vocational education. He cannot delegate away his responsibilities. This is not to say that he, personally, will perform all the duties that are to be performed. The good administrator will delegate and have an accounting from those to whom this delegation is made. His duties will consist of program interpretation, planning, organizing, staffing, directing, coordinating, reporting, and budgeting.

A person who occupies this position in the comprehenisve area vocational school should be one who has had considerable experience in at least one of the vocational services. He must be imbued with a sound philosophy of vocational education. He cannot lead a cause of which his understanding, sympathy, and vision are not a part. But experience in, and worthwhile philosophy about, vocational education are not in themselves sufficient for the administrator. He must have had special administrative preparation for this position. This training may be a period of time in which the individual may act as understudy to a competent administrator, or it may have been formal training in administration. One has little chance of successful administrating a comprehensive area vocational school if he knows nothing of recognized administrative procedures.

He should work cooperatively with the State supervisors of the various vocational education services as he initiates and carries on courses in agricultural, home economics, distributive, industrial, and business education.

Supervision

11. *Provision should be made for supervision of the instructional program of the school.*
12. *The function of supervision is concerned with program development and improvement.*
13. *Continued teacher development is a necessary part of program development.*
14. *Supervision is an accepted responsibility of school administration.*
15. *The competent worker, as a potential teacher, is not aware of the content of his occupation, nor is he generally able to develop courses of study from it.*

Provision should be made for supervision of the instructional program. Even though the head administrator has indirect responsibility for supervision, it is probable that he cannot include this task in his schedule of work. This job must be delegated to persons competent in supervision. They must be as concerned with the improvement of instruction as the head administrator is concerned with administration. It is likely that the supervision may fall to those who must perform other duties. This person may be called a principal, assistant director, coordinator, or some other such title, but the responsibility for supervision must remain clear.

Teacher development is of particular concern for those new teachers who may not have had professional training. Many are not aware of the actual content of their occupations, nor are they generally able to develop courses of study. If there is a concern for program development, there must be a concern for continuous teacher growth. These two aspects are interdependent.

Occasions will probably arise when the principal or supervisor will need the aid of experts in particular fields. He should not assume a position of expertness in all areas, for indeed he will not be an expert in all areas. His function will be one of program development and improvement. The first step in bringing these things about may be the recognition of his own inadequacies and the request for help on special problems.

Advisory services

16. *Every vocational school administrator should make use of a formal administrative committee.*

    (Statement 17 was rejected by the panel.)

18. *Advisory committees should be used for each of the vocational course offerings.*
19. *The State Department should be more advisory than administrative in its actions within an area school.*
20. *People eventually make greater use of their schools where there is an orderly arrangement for citizens to participate in planning.*
21. *The adequacy and effectiveness of programs of vocational education are contingent upon the degree of citizen cooperation and participation in planning and evaluation.*
22. *A counselor must be concerned with aspects of the student that are outside his vocational education needs.*

Possessiveness must never become a characteristic of vocational school personnel. The tendency for school people to believe that schools were made for them seems to be all too prevalent. Vocational education cannot continue to exist if it does not meet the needs of people. The knowledge of these needs can be greater if persons for whom the school is designed can be brought in for advice and planning. Advisory committees should be mandatory, both on the administrative level (already discussed) and at the teaching level. For every different course that is offered in the comprehensive area vocational school there should be a group with which the teacher and his superior may counsel so as to provide an efficient program of instruction. The types of persons composing these committees are already well known to vocational education personnel.

The old axiom, "Two heads are better than one" holds true in the use of these groups. It is necessary, however, that all members of all types of advisory committees know their duties and limitations in rendering their services.

It is possible that the administrator may think that advisory committee meetings consume too much of his time. But *this* is his job. He not only receives advice but he interprets programs to others in the same meetings. He explains his objectives, he answers questions, and he makes half truths whole. Possibly the major portion of the administrator's time should be spent in program interpretation.

Guidance and counseling

23. *In each school someone should coordinate all the various guidance activities and furnish leadership in improving guidance activities.*
24. *Effective vocational education for any profession, calling, trade, occupation, or job can only be given to the selected group of individuals who need it, want it, and are able to profit by it.*
25. *Vocational education will be effective in proportion to the degree that it enables each individual to utilize his interests, aptitudes, and intelligence to the highest possible degree.*
26. *The fact that a youth of the smaller community goes elsewhere to pursue an occupation should not deprive him of help in selecting it intelligently, of training for it, or of aid in securing employment in it.*
27. *In every community there are youths and adults out of school who need vocational guidance as much as or perhaps more than those still in school.*
28. *Class personnel should make tentative occupational choices on the basis of their interests, capacities, and requirements of the occupations.*

Every comprehensive area vocational school should have on its staff a person qualified in guidance and counseling.

His services should be available to youths and adults out of school as well as those in the area school. These persons need vocational guidance as much as those enrolled in courses in school.

Vocational education will be effective to the degree that it enables each individual to capitalize on his interests, aptitudes, and intelligence. Usually the potential enrollee and school personnel must know what these attributes are if the student is to receive the optimum benefits from his enrollment.

In most small communities of Kentucky, youth have never had professional guidance services. When many reach employment age they tend to migrate to areas of employment opportunities only to encounter difficulties of a social as well as economic nature. The fact that a youth of the smaller community goes elsewhere to pursue an occupation should not deprive him of help in selecting it intelligently, of training for it, or of aid in securing employment in it.

Education, for any specific vocation, can be effective only for that selected group of individuals who need it, want it, and can profit by it. If these persons must be able to profit to an acceptable degree, there must be some means of determining who they are. They attempt to make vocational choices based on their capacities and requirements of the occupation. Most are unaware of their true capacities as well as requirements of the job. The discovery of this information would do much toward bringing success to the individual as well as make vocational education efficacious in its efforts to serve the person.

Course offerings

29. *Specialists should be held responsible for special areas of instruction.*
30. *Provision should be made in the area school to take care of the basic educational needs of people so that they may profit from the vocational training requiring those basic skills.*
31. *Vocational education will render efficient social service in proportion to how well it meets the specific training needs of any group at the time they need it and to the extent it is given in such a way that they can most effectively profit from the instruction.*
32. *For every occupation there is a minimum of productive ability which an individual must possess in order to secure (and retain) employment in that occupation. If vocational education is not carried to that point with the individual, it is not effective.*
33. *A school designed to meet the occupational needs of people should be so organized and conducted that it is able to admit capable applicants at any time class vacancies may exist.*
34. *Stress should be given to individual and small group instruction in teaching.*
35. *Courses in the area school should be justified on the basis of*

satisfying needs in this order: (1) *area needs,* (2) *state needs,* (3) *out-of-state needs.*

36. *Because of the increase in population, vocational education must make provision for increased services.*

Courses in the comprehensive area school should not be limited to satisfying the employment needs of its specific area. Because of the high mobility of people in Kentucky, specifically, and of labor, in general, it would seem be a waste of human resources to make such limitation. One of the prime purposes of vocational education is to meet the needs of industry, but a more important purpose is to meet the needs of *people* for industry.

Many will enroll in the comprehensive school who are deficient in education that is necessary for success in the occupations for which they wish to prepare. This education may be limited to reading, writing, or arithmetic, but may include physics, algebra, or trigonometry. These subjects are as necessary to the electronic technician as some of the basic subjects are to a less technical occupation. However, all such courses should be taught with the occupational objective in mind—they should not become major objectives. The inclusion of these courses may necessitate specialists in certain fields.

It is not visualized that the institution would award degrees or provide courses designed for transfer to institutions of higher learning. The courses should be terminal. The school should concern itself with meeting current occupational needs of people. It should consider its placement record as one of the principle criteria for its evaluation.

Flexibility is as necessary in course offerings and class management as it is in administration. All persons associated with vocational education should recognize that vocational classes are only for meeting the needs of people and not for administrative or teacher conveniences. Vocational education will render social service in proportion to how well it meets the needs of any group at the time they need it, and to the extent it is given in such a way that they can most effectively profit from it. This means that courses may open or close at any time during the day or year.

For courses of a continous nature, the school should be organized to accept enrollees at any time class vacancies may exist. This would apply particularly to those classes less technical in nature. The applicant for enrollment should not need to wait until a new semester begins before he is permitted to enroll. He should be allowed to proceed in his course as rapidly as his ability and initiative permits. The time for completion of the courses would thus vary according to the individuals' capabilities in achieving the objectives of the course and not depend upon a definite time length. For every occupation there is a minimum of productive ability which a person must possess in order to secure and retain employment. If vocational education is not carried to that point with the individual, it is not effective. Setting time limits for enrollment does not assure this proficiency.

Intermittant enrollment will necessitate individual and small-group instruction. It will make real the theory of caring for individual differences and will allow the enrollee to begin training at the earliest possible time. The practice may cause some administrative and teacher problems, but it will likewise solve problems of the need for excessive equipment and of flooding the labor market with school graduates at regular intervals.

In-school youth

37. *Vocational classes for in-school youth should provide for promotion on a basis of performance.*
38. *All youth need to develop salable skills, understandings, and attitudes that make the worker an intelligent and productive participant in economic life.*
39. *The comprehensive area vocational school should function as a cooperative institution with high schools in the area and should not be a competitive institution.*

The comprehensive area vocational school should function as a cooperating institution with high schools in the area; it should not be a competitive institution. It should encourage high-school graduation for all youth. It should supplement their curriculums. Where vocational education classes are effectively provided in the high school, the area school should not provide duplicate facilities. However, in areas where single high schools cannot effectively provide facilities or enroll enough students, the area vocational school should make such provisions and enroll these in-school students for that particular part of the school day. The students' transportation would be provided by the local board of education to which the high school is responsible. Financing for these courses would be by contractual arrangement between the local boards involved and the administration board of the area school.

At present it would appear that no provision would need to be made for home-making classes for in-school youth. For high-school boys desiring vocational agriculture and for business and distributive education the need would exist in some places in the State. For those desiring vocational-industrial training the need would be extensive.

All youth need to develop salable skills and the understandings and attitudes that make the worker a productive participant in economic life. This does not mean that the total high-school enrollment should be or become students in vocational education classes. It would seem that those responsible for formal guidance in both institutions might consider such philosophy as they work for the benefits of those to whom they render service.

Out-of-school youth and adults

40. *An institution which attempts to care for the occupational needs of out-of-school youth and adults should be organized so that it can receive applicants with a wide range of academic training.*
41. *Adults enroll in vocational courses because they know what they want and they expect to learn that which they want.*
42. *Adults are more likely to enroll in short-unit classes than in long-term courses.*
43. *The great mass of adult workers attending upgrading classes look to the vocational school for the technical rather than the manipulative side of their occupation.*
44. It is *increasingly difficult for the worker to keep up with what he must know and do in his work.*
45. *Because of technological developments the need for workers to be retrained will increase.*
46. *The occupational needs of workers are spread over many occupational areas. For example, the farmer has needs relative to mechanics and marketing; the industrial worker has needs relative to business education; the saleslady has needs related to home economics; etc.*
47. *In planning vocational education programs, we should be as concerned, perhaps more, about the needs of the individual as we are about the needs of his potential employer.*

The comprehensive area vocational school should service primarily out-of-school youth and adults. It should offer opportunities for training in a wide range of occupations. It should care for the occupational needs of the people with varied academic background. Kentucky people have such backgrounds. It should not hesitate to offer courses in the more menial occupations or those of a more exotic nature, if such courses are needed.

The training needs of workers are spread over many occupational areas. For example, the farmer has needs in mechanics and marketing, as well as in soils and crop and animal production; the industrial worker has needs in business education; and the saleslady has needs in home economics. The projected area school should be efficient in caring for the total needs. The crossing of the vocational service lines should be no problem in meeting these needs. The school should serve the total vocational needs of people, not just the industrial need, or agricultural need, or home economics need. Indeed, the institution should be associated with no particular service, but with vocational education. A farmer may be enrolled in an upgrading-type class in welding; an auto mechanic student may be enrolled in a course in bookkeeping; part of a distributive education student's curriculum may consist of a course in interior decoration.

In planning programs for the student, the individual's needs should be of as much concern as the needs of his potential employer. Surely, he should be capable of performing the skills expected of him, but his attitudes about the job, organized labor, management, democracy, honesty, diligence, cleanliness, regard for his fellow man, and a host of other things will cause him to succeed or fail in his endeavors. His pursuits in the area school should provide for development of attitudes.

Adults enroll in vocational courses because they know what they want and they expect to learn that which they want. They are usually more certain in their objectives than are in-school youth. Because of more responsibilities, they usually are in a greater hurry to complete courses of training. Many will hesitate to obligate themselves for long periods of training—not because they are not cognizant of its value but because of pressing responsibilities. To the extent possible, the comprehensive area vocational school should organize its courses on a short-unit basis. Instead of one course of 1,000 hours, the course likely can be divided into shorter units, the total of which would equate the over-all course.

It is increasingly difficult for the worker to keep up in what he must know and do in his work—mostly with what he must know. This should have implications for persons whose responsibility it is for organizing upgrading types of classes. They should, generally, be classes involving the technical or informational rather than the manipulative phases of the occupation.

Because of technological development, the need for workers to be retrained will increase. The working years of some craftsmen will be greatly diminished because the craft itself will disappear. This retraining activity will need to occur at the convenience of the worker—most likely at night. The night program for preparatory training in the comprehensive area vocational school should be as extensive as the day program. As the nature of retraining is preparatory, it seems that few if any problems would be met in also enrolling potential threshold workers in courses designed for displaced workers.

Part-time and evening training

48. *Vocational education should continue to provide related instruction to apprentices.*
49. *If a vocational education program is meeting the occupational needs of people within its assigned geographical area, its evening class enrollment should exceed its in-school enrollment.*
50. *Vocational education is needed to supplement apprenticeship.*
55. *Vocational education activities may be carried on adequately in locations outside the vocational school center.*
56. *Generally, people who would not travel 25 to 30 miles to attend class would attend the same class if it were held in their immediate community.*
57. *Probably all communities have individuals who are interested in the promotion of vocational education activities of a given kind in that particular community.*

Enrollment in courses for up-grading workers (including homemakers) should exceed preparatory enrollments. The projected school should be responsible for providing the evening classes which are not otherwise provided throughout its assigned multi-county area. This should include all vocational service areas. Coordinators from the comprehensive school should work closely with vocational teachers associated with high schools in the area in determining course needs and promotion and obtaining instructors for such classes.

Vocational education activities may be carried on adequately outside the vocational school center. Many people who would not, or could not, travel 25 to 30 miles to attend an evening class would attend the same class if it were held in their immediate community.

Coordinators should make special efforts to provide related instruction for apprentices in the remote locations in the area. As the Bureau of Apprenticeship has looked particularly to vocational education for this instruction, provision of instructional material through itinerant visitation may be necessary.

Others from whom coordinators may receive assistance in away-from-school programs are those particularly concerned individuals who seem to reside in all communities and who are interested in the promotion of vocational education activities of a particular type. These persons are usually associated with organized labor, management, farm, sales, or homemaking groups.

Public relations

51. *The public will take advantage of vocational education services in proportion to the knowledge it has about those services.*

52. *Understanding on the part of people is vital to the continued financial support of vocational education on the local, state, and national levels.*

53. *Community understanding is vital to teacher morale and to permanence and creativity in the profession.*

54. *Interpreting the vocational school function to citizens of the area is one of the primary responsibilities of the head administrator of the school.*

The public will take advantage of vocational education services in proportion to the knowledge it has of those services. People cannot act on something with which they are not familiar. This being true, it would seem that no effort should be spared in interpreting the philosophy, objectives, and actions of vocational education in general and the area school in particular. This understanding is vital to the continued financial support and use of the school.

Of all the elements that make a sound program of education, probably the most important is good teachers. Instructors in the vocational school must be competent in what they teach and proficient in method in teaching it. The school must attract capable people. To do this, it must have an image that will bring about this attraction. The community must perceive the school as a desirable institution with which a person would desire to be associated. This perception is vital to the morale of the teachers already associated with the school. The high retention of good instructors is probably closely correlated with a desirable school image.

The task of interpreting the functions of the vocational school to citizens of the area should be one of the primary responsibilities of the head administrator. Even though some delegation of this duty may be in order, he should accept the larger portion of this responsibility as his obligation.

Cooperating agencies

58. *Vocational education should use the services of other agencies in attaining its objectives.*

59. *Vocational education should not encroach upon the activities of other agencies unless such agencies are not meeting the occupational needs which vocational education may effectively meet.*

60. *Vocational school personnel should work closely with labor, management, social services, philanthropic, governmental and other appropriate agencies.*

Personnel in vocational education should work closely with other agencies in attaining the objectives of vocational education. Many of these groups have much to offer, and it seems only reasonable that such organizations be used if the over-all program can be efficiently implemented. The head administrator should use discretion in working with these groups lest he tend to encroach upon others' "domains" or prerogatives. However, if such other agencies are inactive or ineffective in meeting those occupational needs which vocational education may effectively meet, consideration should be given to implementing these needs.

Organization

It is believed that the basic guidelines have been presented by which an efficient program of vocational education can best be provided at the local level. They have not been drawn in detail; such minuteness seems to be unnecessary. In order that the reader may have a clearer concept of the proposed organization, Figure 1 shows an organization chart which reveals various positions and their relationships. This structure implements the principles of vocational education which the panel of experts agreed to be sound. It will also provide a means of meeting the more heterogeneous training needs of workers engaged in a rapidly changing society.

Some Advantages of the Institution

The comprehensive area vocational school offers some unique advantages. The enrichment in program whereby students would be instructed in courses directly related to their principal occupational courses was mentioned in the introductory statements of this chapter. However, it seems that aspects of this enrichment should be pointed out more specifically. Some examples would be providing welding in an adequately equipped welding shop for persons enrolled in agriculture courses (in-school students, young or adult farmers), and courses in sales training (distributive education) and bookkeeping (business education) for students enrolled in curriculums of an industrial nature, who may in time manage their own businesses. Examples would be numerous where program enrichment would more adequately meet the occupational training needs of people.

The projected school would make available services which could not be provided otherwise. This would be true for both in-school and out-of-school students. Courses which could not be justified in a local high school because of lack of funds or enough students could be provided in the area school by enrolling students from two or more surrounding high schools, thereby enabling the operation of a justifiable course.

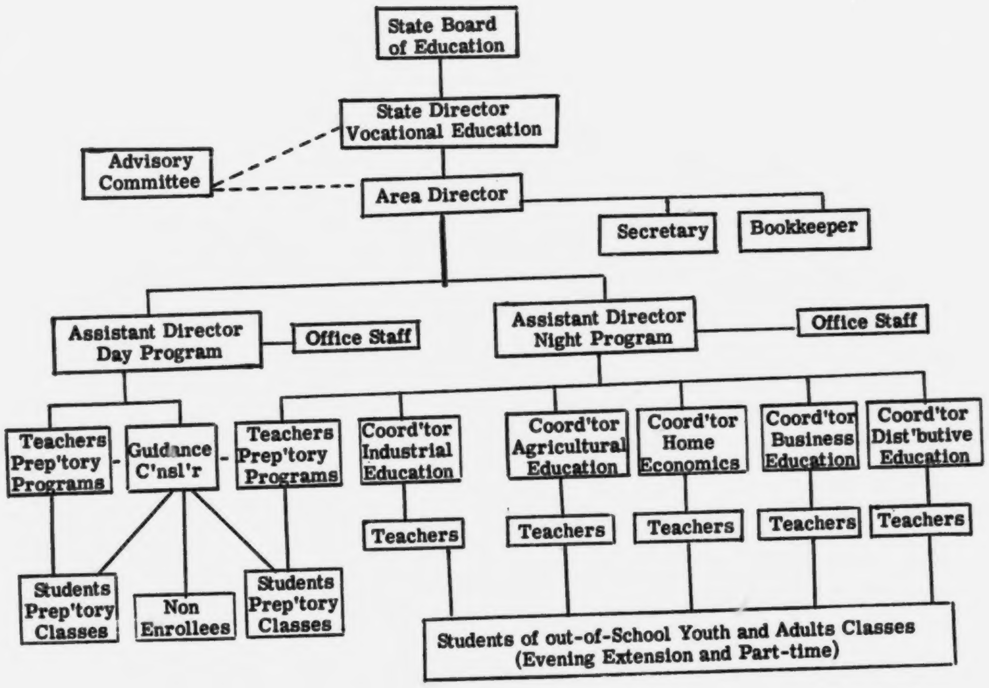

State Board of Education
State Director Vocational Education
Advisory Committee
Area Director
Secretary
Bookkeeper
Assistant Director Day Program
Office Staff
Assistant Director Night Program
Office Staff
Teachers Prep'tory Programs
Guidance C'nsl'r
Teachers Prep'tory Programs
Coord'tor Industrial Education
Coord'tor Agricultural Education
Coord'tor Home Economics
Coord'tor Business Education
Coord'tor Dist'butive Education
Teachers
Teachers
Teachers
Teachers
Teachers
Students Prep'tory Classes
Non Enrollees
Students Prep'tory Classes
Students of out-of-School Youth and Adults Classes (Evening Extension and Part-time)

Fig. 1.—Organization Chart for A Comprehensive Area Vocational School.

More technical courses for out-of-school youth and adults may better be made available to persons in a larger area than in a small locality. This is particularly true of those sections of the State which are not metropolitan. For example, it would probably be impractical, perhaps impossible, to provide adequate facilities for a course for teaching electronic technicians on a single county or small-area basis. The cost would be too great, and capable enrollees too few.

Specialists in various fields would be available because of sufficient class enrollments provided from the larger geographical area. For example, in agriculture, specialists in weed control, livestock feeding, artificial insemination, crop diseases, or livestock diseases could be had. In home economics, specialists in interior decoration, nutrition, or child care may be provided.

Greater opportunities may be provided for adequate supervision and in-service training of teachers. The ease and probable efficiency of those activities would, to a large degree, depend on the teachers' proximity to each other. Teachers have many problems. It has been found that many of these difficulties can be alleviated through the aid which itinerant teacher educators may provide while they are engaged in their teaching. This "over the shoulder" aid may also be supplemented by extension classes designed for upgrading the teacher. Prosser and Quigley describe the affort in this way:

> The most successful teacher training for vocational teachers in the day schools has unquestionably been secured by the extension method and the use of the itinerant teacher trainer. Traveling from one community to another he gives training after working hours to prospective teachers already occupationally competent and to those already employed as novices in the teaching service of vocational schools.[1]

Greater efficency in initiating upgrading-type classes for all workers may be obtained by coordinators working from the area school than by the teachers who have full-time teaching responsibilities at local high schools. Cooperation of the local teacher and the coordinator should be instrumental in increasing enrollment many-fold in adult classes of agriculture, business education, distributive education, home economics, and industrial education. Persons who are particularly proficient in certain subjects may be engaged to teach evening classes in locations outside their own immediate environs. Coordinated efforts guided by a single administrative unit in a multi-county area would do much to alleviate the occupational training needs of workers in that area.

Vocational guidance for out-of-school youth and adults would provide a service not now provided by any other type of school. The need for this service is not diminished by the fact that these people are not formally associated with school activities. Their needs are probably greater.

---

[1] Prosser and Quigley, *op. cit.*, pp. 308-309.